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research in education

CONTENTS

Report Resumes.....White Section

Report Indexes.....Buff Section

Project Resumes.....Green Section

Project Indexes.....Pink Section

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		etc.	

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introduction

RESEARCH IN EDUCATION has been prepared monthly since November 1966 by the Educational Resources Information Center (ERIC) to provide up-to-date information about educational research sponsored by the Bureau of Research, U.S. Office of Education. Beginning with the July 1967 issue, however, the content of RESEARCH IN EDUCATION was expanded to cover the most significant and timely research materials collected by the decentralized ERIC clearinghouses. ERIC's information centers, each focused on a substantive topic, are listed on the last pages of this catalog.

Reproduced copies of the reports cited in RESEARCH IN EDUCATION are being sold through the ERIC Document Reproduction Service (see previous page), part of ERIC's information storage and retrieval system. RESEARCH IN EDUCATION also announces research projects as they are funded by the Bureau of Research so a reader can keep abreast of current as well as completed research. Project documents, however, are not available from the ERIC Document Reproduction Service.

organization of this catalog

RESEARCH IN EDUCATION uses two basic formats--resumes and indexes--to serve the searcher and the browser. The resumes, which highlight the significance of each research report and project, are numbered sequentially in the white-paged section for reports (ED prefixes) and in the green-paged section for projects (EP prefixes).

In addition, within the report resumes materials from the Office of Education and from each ERIC Clearinghouse have been arranged in exclusive groups that begin with the following ED numbers:

ED 011 934	Office of Education	ED 012 166	Junior Colleges
ED 011 982	Adult Education	ED 012 188	Small Schools
ED 012 003	Linguistics	ED 012 212	Reading
ED 012 048	Counseling	ED 012 233	Science Education
ED 012 089	Educational Administration	ED 012 253	School Personnel
ED 012 112	Exceptional Children	ED 012 274	Disadvantaged
ED 012 143	Foreign Languages	ED 012 297	Vocational

The clearinghouse resume grouping is not a subject classification but it will assist the reader who wants to browse. Readers, however, will find pertinent information more readily by first consulting the indexes that follow the report resumes and project resumes. The indexes cite:

Authors and investigators
Institutions responsible for the research
Subjects



THE ACCESSION NUMBER IS THE KEY. CONSULT THE INDEXES FIRST.

REPORT RESUMES

[illegible]

Accession Number--an identification number sequentially assigned to reports as they are processed.

Title of the Research Report.

Author(s)--the individual(s) who prepared the report.

Report Number--a number assigned by the report's originator.

Contract or Grant Number--contract numbers have OEC prefixes; grant numbers have OEG prefixes.

EDRS Price--price of the document through the ERIC Document Reproduction Service. "MF" means microfiche; "HC" means hard copy.

Descriptors--the subject terms assigned by an indexer to characterize the substantive contents of a report. Only the major terms, preceded by an asterisk, are printed in the index.

SAMPLE ENTRY

ED 000 000

24

A STUDY OF THE OPTIMUM PHYSICAL VIEWING CONDITIONS FOR A REAR PROJECTION DAYLIGHT SCREEN.

BY- ASH, PHILIP

PENNSYLVANIA STATE UNIV., UNIVERSITY PARK

REPORT NUMBER CRP-234

PUB DATE 01-OCT-65

CONTRACT/GRANT OEC-6-12-01234-0033

EDRS PRICE MF-\$0.27 HC-\$1.06 231 P

DESCRIPTORS- *AUDIOVISUAL AIDS, *CABINET-TYPE PROJECTOR, ACHIEVEMENT, EQUIPMENT, TEACHING METHODS, *VIEWING CONDITIONS, INSTRUCTIONAL FILM, TEACHING METHODS, FILMS.

AN EXPERIMENT WAS DESIGNED TO DISCOVER THE DIFFERENCES IN LEARNING THAT COULD BE ATTRIBUTED TO DIFFERENCES IN ROOM ILLUMINATION, VIEWING ANGLE, AND DISTANCE FROM THE SCREEN AS THEY RELATED TO THE CABINET-TYPE PROJECTOR. PARTICIPANTS WERE 721 NAVY TRAINEES. THEIR TASK CHOSEN WAS TO ASSEMBLE THE BREECH BLOCK OF AN ANTI-AIRCRAFT GUN. ALTHOUGH MOST TRAINEES COULD NOT PERFORM THE TASK WITHOUT INSTRUCTION, THEY LEARNED THE ASSEMBLY IN A FEW MINUTES WITH AN APPROPRIATE FILM. HALF OF THEM SAW THE FILM UNDER DAYLIGHT ILLUMINATION CONDITIONS. THE OTHER HALF SAW THE FILM UNDER DARKENED ROOM CONDITIONS. A TEST WAS SET UP WITH 50 SEATING POSITIONS AT VARYING ANGLES OF VIEW AND AT VARYING DISTANCES FROM THE SCREEN. THE TRAINEES WERE TESTED AFTER THEY SAW THE FILM. PERFORMANCE WAS BETTER UNDER DAYLIGHT CONDITIONS IN THE OPTIMUM VIEWING AREA. OPTIMUM VIEWING WAS WITHIN 30 DEGREES OF THE CENTER LINE AND WITHIN 12 SCREEN WIDTHS OF THE SCREEN. THESE FACTORS SHOULD BE TAKEN INTO CONSIDERATION IN TRAINING SITUATIONS WHEN TRAINEES PRACTICE A SKILL DURING A FILM SHOWING. (CG)

Abstractor's initials.

Office of Education Program--a code for the legislative program which supported the research activity.

Institutional Source--the organization at which the report was originated.

Publication Date--the date the report was published.

Informative Abstract--a condensation of the report in about 200 words. When applicable, it includes the purpose, procedure, results, and conclusions of the research activity.

ED 011 934

24

AA DOD 051

PRACTICE-CENTERED TEACHER TRAINING--FRENCH, A SYLLABUS FOR THE TRAINING OR RETRAINING OF TEACHERS OF FRENCH.

BY- POLITZER, ROBERT L.

STANFORD UNIV., CALIF., SCHOOL OF EDUCATION

REPORT NUMBER BR-5-0252-TR-1

PUB DATE JUN 66

CONTRACT OEC-6-10-078

EDRS PRICE MF-\$0.36 HC-\$8.00 200P.

DESCRIPTORS- *COLLEGE LANGUAGE PROGRAMS, *CURRICULUM GUIDES, *FRENCH, *LANGUAGE TEACHERS, *TEACHER EDUCATION, LANGUAGE SKILLS, LINGUISTICS, MICROTEACHING, PERFORMANCE FACTORS, RETRAINING, SECONDARY SCHOOL TEACHERS, STANFORD, TEACHER IMPROVEMENT,

A TRAINING SYLLABUS WAS DEVELOPED TO INCREASE THE COMPETENCE OF FRENCH LANGUAGE TEACHERS. THE SYLLABUS WAS BASED ON THE MODERN LANGUAGE ASSOCIATION RECOMMENDATIONS ON THE DESIRED QUALIFICATIONS OF THE SECONDARY SCHOOL TEACHER OF MODERN LANGUAGES. THE EMPHASIS OF THIS TRAINING PROCEDURE IS ON PRESENTING COURSES AND PRACTICE AS PARALLEL EXPERIENCES. PRACTICE IN OBSERVATION, STUDENT TEACHING, PRACTICE TEACHING, AND INTERNSHIP ARE INTEGRATED WITH COURSES IN LANGUAGE CULTURE AND CIVILIZATION, APPLIED LINGUISTICS, AND METHODS. PRACTICAL TEACHING EXPERIENCE, RATHER THAN FINAL EXAMINATIONS IN EACH COURSE, IS THE GOAL TOWARD WHICH THIS TRAINING SEQUENCE IS POINTED. THE FOUR PARTS OF THE SYLLABUS ARE APPLIED LINGUISTICS, LANGUAGE PRACTICE, PERFORMANCE CRITERIA, AND MICROLESSONS, THAT IS, A SHORT PRACTICE LESSON WHICH FOCUSES ON DEVELOPING A SPECIFIC TEACHING SKILL. A RELATED REPORT IS AA DOD 057. (AL)

ED 011 935

24

AA DOD 052

TEACHERS' INTERACTIONS WITH BOYS AND WITH GIRLS.

BY- SEARS, PAULINE S. FELDMAN, DAVID H.

REPORT NUMBER BR-5-0252-1

PUB DATE 66

CONTRACT OEC-6-10-078

EDRS PRICE MF-\$0.09 HC-\$1.00 25P.

DESCRIPTORS- *FEMALES, *INTERACTION, *MALES, *SELF CONCEPT, *TEACHERS, ELEMENTARY SCHOOLS, STANFORD,

AN EXAMINATION WAS MADE OF THE TEACHERS' PART IN THE DEVELOPMENTAL TASKS OF CHILDREN IN ADOPTING AND MAINTAINING A SEX-ROLE THAT WILL HELP THEM REACH A SENSE OF REAL IDENTITY. ANSWERS WERE SOUGHT FOR TWO QUESTIONS--(1) DO TEACHERS REACT DIFFERENTLY TO BOYS AND GIRLS, AND (2) IF SO, WHAT EFFECT MAY THIS HAVE ON THE INTELLECTUAL AND SOCIAL DEVELOPMENT OF THE BOYS AND GIRLS CONCERNED. A QUESTIONNAIRE USED TO OBTAIN TEACHERS' OPINIONS ON WHETHER THEY BEHAVE DIFFERENTLY WHEN INTERACTING WITH BOYS OR WITH GIRLS REVEALED THAT (1) ABOUT HALF OF THE SAMPLE, BOTH MEN AND WOMEN, FELT THEY DID MAKE SOME DIFFERENTIATION AND (2) A MAJORITY DID NOT THINK THEIR TEACHING AIMS DIFFERED FOR BOYS OR GIRLS. THE AUTHORS ALSO PRESENTED FINDINGS FROM A SURVEY OF LITERATURE UNDER THE HEADINGS OF (1) DIRECT MEASURES OF TEACHER BEHAVIOR WITH RESPECT TO SEX OF CHILD, (2) INDIRECT MEASURES (SUBJECTIVE REPORT, GRADES, SATISFACTION MEASURES), AND (3) TEACHER BEHAVIOR IN RELATION TO SEX OF TEACHER. IN EACH OF THESE AREAS EVIDENCE WAS FOUND SHOWING SEX DIFFERENCES IN BEHAVIOR. SEX OF CHILD WAS FOUND TO BE MORE IMPORTANT THAN SEX OF TEACHER IN THE FINDINGS. THIS WAS ESPECIALLY TRUE IN THE

ASSIGNMENT OF GRADES. GIRLS RECEIVED HIGHER GRADES THAN BOYS, BUT THIS WAS NOT MORE TRUE WHEN A CHILD HAD A MALE TEACHER RATHER THAN A FEMALE. IN PRESENTING THEIR CONCLUSIONS, THE AUTHORS SUGGESTED THAT MAXIMUM INTELLECTUAL FUNCTIONING MAY BE ACHIEVED BY GIVING GREATER EMPHASIS TO DEVELOPING SENSITIVITY AND RESPONSIVENESS IN BOYS, AND TO TEACHING GIRLS TO BE TOUGHER IN THEIR THINKING AND TO HAVE MORE CONFIDENCE IN THEIR ABILITY TO SOLVE PROBLEMS. ONE COMPLICATION CITED IN ACHIEVING THIS GOAL WAS A LACK OF CERTAINTY OF THE EFFECTS ON CHILDREN OF SPECIFIED TEACHER BEHAVIORS. (AL)

ED 011 936

24

AA DOD 053

AN ANALYTICAL APPROACH TO RESEARCH ON INSTRUCTIONAL METHODS.

BY- GAGE, N.L.

REPORT NUMBER BR-5-0252-2

PUB DATE

66

CONTRACT OEC-6-10-078

EDRS PRICE MF-\$0.09 HC-\$0.72 18P.

DESCRIPTORS- *BEHAVIOR, *MICROTEACHING, *RESEARCH, *TEACHER EDUCATION, *TEACHING, COMPREHENSION, STANFORD,

THE APPROACH USED AT STANFORD UNIVERSITY TO RESEARCH ON TEACHING WAS DISCUSSED, AND THE AUTHOR EXPLAINED THE CONCEPTS OF "TECHNICAL SKILLS," "MICROTEACHING," AND "MICROCRITERIA" THAT WERE THE BASIS OF THE DEVELOPMENT OF THIS APPROACH TO RESEARCH AND TO STANFORD'S SECONDARY-TEACHER EDUCATION PROGRAM. THE AUTHOR PRESENTED A BASIC DISTINCTION BETWEEN RESEARCH ON LEARNING, WHICH HE TERMED AS "THE CONDITIONS UNDER WHICH A CHANGE OF BEHAVIOR DUE TO EXPERIENCE TAKES PLACE," AND RESEARCH ON TEACHING WHICH DEALS WITH THE CONDITIONS ESTABLISHED BY THE TEACHER UNDER WHICH LEARNING OCCURS IN THE PUPIL. THE FAILURE OF PAST RESEARCH ON TEACHING TO YIELD SIGNIFICANT RESULTS WAS CITED AS EVIDENCE OF A NEED FOR SOME MORE PRODUCTIVE APPROACH. THE NEW APPROACH DEVELOPED AT STANFORD REPLACES THE CONCEPT OF A SINGLE CRITERION OF TEACHER-EFFECTIVENESS BY AN ANALYSIS OF THE TEACHING PROCESS INTO TECHNICAL SKILLS, THE SPECIFIC INSTRUCTIONAL TECHNIQUES AND PROCEDURES THAT A TEACHER MAY USE IN THE CLASSROOM. BY THIS APPROACH, THE AUTHOR SAID MORE SATISFACTORY RESEARCH CAN BE DONE ON TEACHER EDUCATION AND TEACHER EFFECTS BY MEASURING INDEPENDENT AND DEPENDENT VARIABLES AND CONDUCTING TRUE EXPERIMENTS. THESE TECHNICAL SKILLS IN 5- TO 10-MINUTE PRACTICE-TEACHING SESSIONS. THE MICROCRITERION OF LECTURE EFFECTIVENESS, OR TEACHER TECHNICAL SKILLS IN 5-TO-10 MINUTE PRACTICE-TEACHING SESSIONS. THE MICRO-CRITERION OF LECTURE EFFECTIVENESS, OR TEACHER EXPLAINING-ABILITY, WAS MEASURED BY TESTS OF PUPIL COMPREHENSION FOLLOWING THE INTERN PRESENTATIONS. THE AUTHOR VIEWED THE TECHNICAL-SKILLS APPROACH AS A MEANS OF PROVIDING A SCIENTIFICALLY BASED SET OF ANSWERS TO THE QUESTION OF WHAT SHOULD A TEACHER DO IN THE CLASSROOM. (AL)

ED 011 937

24

AA DOD 054

THE EMERGENT ROLES OF THE TEACHER AND THE AUTHORITY STRUCTURE OF THE SCHOOL.

BY- BOYAN, NORMAN J.

REPORT NUMBER BR-5-0252-3

PUB DATE

APR 66

CONTRACT OEC-6-10-078

EDRS PRICE MF-\$0.09 HC-\$1.00 27P.

DESCRIPTORS- *ADMINISTRATOR ROLE, *BOARD OF EDUCATION ROLE, *ORGANIZATIONAL CHANGE, *SCHOOL ADMINISTRATION, *TEACHER

ROLE, BUREAUCRACY, COLLECTIVE BARGAINING, ORGANIZATION, ORGANIZATIONAL CLIMATE, PROGRAM DEVELOPMENT, SCHOOL POLICY, STANFORD, TEACHER SALARIES, TEACHING CONDITIONS,

THE NEED FOR TWO SEPARATE STRUCTURES FOR TEACHER PARTICIPATION IN SCHOOL GOVERNMENT WAS DISCUSSED. THE FIRST STRUCTURE WOULD INVOLVE THE PARTICIPATION OF TEACHERS AS MEMBERS OF EXTRA-SCHOOL ASSOCIATIONS IN THE DEVELOPMENT OF ORGANIZATIONAL POLICY AND EXTRINSIC CONDITIONS OF WORK. THE SECOND STRUCTURE WOULD ENCOMPASS THE PARTICIPATION OF TEACHERS AS PROFESSIONAL COLLEAGUES, IN THE ORGANIZATION, ON ORGANIZATIONAL DECISION MAKING IN EDUCATION AS AN EXPERT DOMAIN. THE AUTHOR CONCLUDES THAT ESTABLISHMENT OF THIS NEW APPROACH, BASED ON THE SEPARATION OF THE DECISION AREAS OF WORKING CONDITIONS AND SALARY FROM THE DECISION AREA OF EDUCATIONAL PROGRAM DEVELOPMENT, DEPENDS NOT ONLY ON WHAT COURSE TEACHERS THEMSELVES CHOOSE, BUT ALSO ON WHAT CHOICES ADMINISTRATORS AND BOARD MEMBERS OFFER. THIS PAPER WAS PREPARED FOR COLLECTIVE NEGOTIATIONS AND EDUCATIONAL ADMINISTRATION, THE UCEA CAREER DEVELOPMENT SEMINAR (UNIVERSITY OF ARKANSAS, APRIL 24-26, 1966). (6D)

ED 011 938

24

AA 000 055

RESPONSE COMPLEXITY AND EXPERIMENTAL DESIGN.

BY- SNOW, RICHARD E.

REPORT NUMBER BR-5-0252-4

PUB DATE 18 NOV 66

CONTRACT OEC-6-10-078

EDRS PRICE MF-\$0.09 HC-\$0.52 13P.

DESCRIPTORS- #EDUCATIONAL RESEARCH, #LEARNING PROCESSES, #MEASUREMENT TECHNIQUES, #RESEARCH DESIGN, #RESPONSE MODE, ACHIEVEMENT RATING, APTITUDE TESTS, STANFORD, STATISTICAL ANALYSIS,

THE SELECTION AND USE OF RESPONSE VARIABLES IN EDUCATIONAL EXPERIMENTS USING MULTIVARIATE ANALYSIS WERE CONSIDERED AND ASSESSED. RESPONSE VARIABLES WERE DEEMED CENTRAL CONCERNS FOR EITHER THEORETICAL OR PRACTICALLY ORIENTED RESEARCH, AND THEIR COMPLEXITY WAS DEALT WITH UNDER THE HEADINGS OF APTITUDE INPUT MEASURES, REPEATED LEARNING MEASURES, MULTIPLE LEARNING MEASURES, AND APTITUDE OUTPUT MEASURES. IT WAS CONCLUDED THAT, IF INSTRUCTIONAL METHODS AND PROCESSES ARE TO BE UNDERSTOOD AND IMPROVED, RESPONSE COMPLEXITY PROBLEMS MUST BE SOLVED. EARLY EMPHASIS SHOULD BE PLACED ON THE ASSESSMENT OF (1) THE NATURE OF STUDENT APTITUDES AS THEY INTERACT WITH TEACHING AND LEARNING PROCESSES, (2) THE COURSE OR PATTERNING OF THESE PROCESSES ACROSS THE OCCASIONS ON WHICH THEY OCCUR, (3) THE EXTENSIVITY OF INSTRUCTIONAL EFFECTS AS WELL AS THE INTENSITY OF ANY ONE EFFECT, AND (4) THE ENDURING CHANGES AND SUBSEQUENT EFFECTS OF LEARNING RELATIVE TO THE PATTERN OF INTELLECTUAL DEVELOPMENT IN GENERAL. THIS PAPER WAS PRESENTED AT THE ANNUAL STATE CONFERENCE ON EDUCATIONAL RESEARCH (18TH, SAN FRANCISCO, NOVEMBER 18, 1966). (6D)

ED 011 939

24

AA 000 056

PSYCHOLOGICAL CONCEPTIONS OF TEACHING.

BY- GAGE, N.L.

REPORT NUMBER BR-5-0252-5

PUB DATE 2 FEB 66

CONTRACT OEC-6-10-078

EDRS PRICE MF-\$0.09 HC-\$0.88 22P.

DESCRIPTORS- #EDUCATIONAL PSYCHOLOGY, #LEARNING THEORIES, #METHODS COURSES, #TEACHER CHARACTERISTICS, #TEACHING METHODS, BEHAVIOR DEVELOPMENT, CONCEPTUAL SCHEMES, MODELS, PROGRAMED INSTRUCTION, STANFORD, TEACHER EDUCATION,

A CONCEPTUAL FRAMEWORK WAS PROPOSED FOR AN EDUCATIONAL PSYCHOLOGY COURSE IN THE GENERAL METHODOLOGY OF TEACHING. THIS COURSE WOULD TRANSCEND THE SPECIAL REQUIREMENTS OF ANY GIVEN SUBJECT MATTER OR GRADE LEVEL AND SERVE AS THE BASIS FOR DERIVING THE SPECIAL METHODS OF TEACHING THAT WOULD APPLY TO ANY PARTICULAR GRADE LEVEL OR SUBJECT MATTER. UNDERLYING THE DISCUSSION WAS THE PROPOSITION THAT DIFFERENT BEHAVIORS ARE LEARNED BY DIFFERENT BASIC PROCESSES, AND THE CORRESPONDING CONCEPTIONS OF TEACHING MUST DIFFER ACCORDINGLY. THE AUTHOR PROPOSES THAT TEACHING SHOULD BE VIEWED AS THE EXERTION OF PSYCHOLOGICAL FORCE. HE ALSO ARGUED THAT THE MAJOR LEARNING THEORIES DESCRIBE THREE KINDS OF FORCE A TEACHER CAN EXERT, THAT IS, TEACHING CAN BE DONE BY (1) CONDITIONING THE LEARNER, (2) PROVIDING MODELS TO BE IMITATED BY THE LEARNER, AND (3) BY CHANGING THE COGNITIVE STRUCTURE OF THE LEARNER. THE CONCEPT OF TEACHING FORCE WAS THEN APPLIED TO THE FORMULATION OF WARMTH AND COGNITIVE VALIDITY AS DESIRABLE CHARACTERISTICS OF TEACHERS. IT WAS CONCLUDED THAT THE DEMANDS OF COGNITIVE VALIDITY AND INDIVIDUAL DIFFERENCES CAN BE MET BY PROGRAMED INSTRUCTION FOR CERTAIN TYPES OF TEACHING-LEARNING SITUATIONS. THIS LECTURE WAS PRESENTED IN THE SERIES ARRANGED TO COMMEMORATE THE DIAMOND JUBILEE YEAR OF THE SCHOOL OF EDUCATION AT NEW YORK UNIVERSITY (FEBRUARY 14, 1966). (6D)

ED 011 940

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AA 000 057

TOWARD A PRACTICE-CENTERED PROGRAM FOR THE TRAINING AND EVALUATION OF FOREIGN LANGUAGE TEACHERS.

BY- POLITZER, ROBERT L.

REPORT NUMBER BR-5-0252-6

PUB DATE MAY 66

CONTRACT OEC-6-10-078

EDRS PRICE MF-\$0.09 HC-\$0.20 7P.

DESCRIPTORS- #COLLEGE LANGUAGE PROGRAMS, #LANGUAGE INSTRUCTION, #LANGUAGE TEACHERS, #MICROTEACHING, #TEACHER EDUCATION, LANGUAGE SKILLS, LINGUISTICS, PERFORMANCE FACTORS, RETRAINING, SECONDARY SCHOOL TEACHERS, TEACHER IMPROVEMENT, TEACHING TECHNIQUES,

THE CREATION OF A TEST MEASURING THE CLASSROOM PERFORMANCE OF A LANGUAGE TEACHER AND THE VALIDATION OF THE TEST IN TERMS OF STUDENT ACHIEVEMENT WAS RECOMMENDED. DEVELOPMENT OF THE TEST WAS VIEWED AS A HELP IN THE CREATION OF A "PRACTICE-CENTERED" TRAINING CURRICULUM, AND THE TEST ITSELF WAS DESCRIBED AS A MEASURE THAT WOULD PROVIDE A MEANS TO APPRAISE THE CONTRIBUTIONS TO CLASSROOM PERFORMANCE OF VARIOUS ELEMENTS OF TEACHER PREPARATION AND MAKE POSSIBLE A DETERMINATION OF THE EXTENT TO WHICH PREPARATION INFLUENCES PERFORMANCE. THE TEST WAS RECOMMENDED AS AN EXTENSION OF PRESENT TEACHER EVALUATION TESTS, BASED ON MODERN LANGUAGE ASSOCIATION STANDARDS OF TEACHER QUALIFICATIONS, THAT ARE NOW USED TO MEASURE THE PREPARATION OF TEACHERS BUT NOT THEIR PERFORMANCE. CONSTRUCTION OF THE TEST WOULD BE BASED ON PERFORMANCE CRITERIA FOR THE TEACHER-TRAINEE APPRAISAL THAT HAVE BEEN DEVELOPED AS PART OF STANFORD UNIVERSITY'S INTERNSHIP PROGRAM. THE NEW "COOPERATIVE TESTS" OF PUPIL ACHIEVEMENT (SPEAKING, READING, WRITING, AND LISTENING) WERE

SUGGESTED AS A MEANS OF VALIDATING THE TEACHER PERFORMANCE TESTS TO BE DEVELOPED. THE AUTHOR SUGGESTS THAT CLASSROOM PERFORMANCE SHOULD BE TAUGHT AS PARALLEL TRAINING GIVEN ALONG WITH THE COURSES IN CULTURE AND LANGUAGE SKILLS BY USING THE "MICROTEACHING" TECHNIQUE THAT IS A PART OF THE STANFORD TEACHER EDUCATION PROGRAM. "MICROTEACHING" PROVIDES FOR "DIRECT" TESTING AND TEACHING OF SPECIFIC TEACHING SKILLS. THE MICROLESSONS WOULD BE GIVEN IN PARALLEL WITH A SEQUENCE OF COURSES ON CULTURE, LINGUISTICS, CONVERSATION, AND METHODS. THE AUTHOR HAS DEVELOPED A SYLLABUS FOR A PRACTICE-CENTERED, TEACHER TRAINING PROGRAM IN FRENCH THAT IS DESCRIBED IN AA 000 051. THIS ARTICLE IS A REPRINT FROM THE MODERN LANGUAGE JOURNAL, VOLUME 50, NUMBER 5, MAY 1966, AND WAS PRESENTED AS A PAPER TO THE SEMINAR OF THE STANFORD CENTER FOR RESEARCH AND DEVELOPMENT IN TEACHING. (AL)

ED 011 941

24

AA 000 058

EFFECTS OF EXPERIMENTAL PROGRAMS FOR SECONDARY MATHEMATICS ON PUPIL INTEREST IN MATHEMATICS AS INDICATED BY AN OVERT PARTICIPATION INDEX OF INTEREST.

BY- RYAN, JAMES J. RISING, GERALD R.

MINNESOTA STATE DEPT. OF EDUCATION, ST. PAUL

REPORT NUMBER BR-5-1028-TR-2

PUB DATE JUL 66

REPORT NUMBER TR-66-2

CONTRACT OEC-5-10-051

EDRS PRICE MF-\$0.09 HC-\$1.08 27P.

DESCRIPTORS- #COMPARATIVE ANALYSIS, #CONVENTIONAL INSTRUCTION, #EXPERIMENTAL PROGRAMS, #MATHEMATICS CURRICULUM, #STUDENT MOTIVATION, BEHAVIOR RATING SCALES, GRADE 10, GRADE 11, GRADE 9, SAINT PAUL,

AS PART OF A LARGER INVESTIGATION OF THE EFFECTS OF EXPERIMENTAL MATHEMATICS PROGRAMS ON THE ATTITUDES AND INTERESTS OF SECONDARY SCHOOL STUDENTS TOWARD MATHEMATICS, THIS STUDY WAS MADE TO DETERMINE THE DIFFERENTIAL EFFECT OF SEVERAL EXPERIMENTAL PROGRAMS UPON THE INTEREST OF STUDENTS WHO WERE COMPARED WITH STUDENTS IN MORE CONVENTIONAL PROGRAMS OF INSTRUCTION. PUPILS IN SIXTY 9TH-, 10TH-, AND 11TH-GRADE EXPERIMENTAL AND PAIRED CONVENTIONAL MATHEMATICS CLASSES WERE GIVEN THE OPPORTUNITY TO OBTAIN BY REQUEST COPIES OF A SERIES OF FOUR-PAGE, SPECIALLY PREPARED "MATHEMATICS ACTIVITY BULLETINS" FOLLOWING DISTRIBUTION OF THE FIRST ISSUE TO ALL PUPILS. REQUEST FOR LATER ISSUES, WHICH CONTAINED ANSWERS TO PREVIOUS PROBLEMS, PROVIDED A BEHAVIORAL INDEX OF INTEREST IN MATHEMATICS. COMPARISONS ON REQUEST FREQUENCIES AMONG THE EXPERIMENTAL AND CONVENTIONAL CLASSES WITHIN SEX, MATHEMATICS ABILITY, AND GRADE LEVELS PROVIDED SOME EVIDENCE THAT THE UNIVERSITY OF ILLINOIS COMMITTEE ON SCHOOL MATHEMATICS (UICSM) EXPERIMENTAL PROGRAM AT THE 9TH- AND 10TH-GRADE LEVEL MIGHT HAVE CONTRIBUTED TO A GREATER PUPIL INTEREST IN MATHEMATICS. A RELATED REPORT IS AA 000 059. (GD)

ED 011 942

24

AA 000 059

PARTICIPANT TEACHER JUDGMENTS OF EXPERIMENTAL PROGRAMS IN SECONDARY MATHEMATICS.

BY- RYAN, JAMES J. RISING, GERALD R.

MINNESOTA STATE DEPT. OF EDUCATION, ST. PAUL

REPORT NUMBER BR-5-1028-TR-3

PUB DATE AUG 66

REPORT NUMBER TR-66-3

CONTRACT OEC-5-10-051

EDRS PRICE MF-\$0.09 HC-\$1.24 31P.

DESCRIPTORS- #EXPERIMENTAL PROGRAMS, #INSTRUCTIONAL MATERIALS, #MATHEMATICS INSTRUCTION, #PROGRAM EFFECTIVENESS, #TEACHER ATTITUDES, COMPARATIVE ANALYSIS, FACTOR ANALYSIS, GRADE 10, GRADE 11, GRADE 7, GRADE 8, GRADE 9, ITEM ANALYSIS, QUESTIONNAIRES, SAINT PAUL,

THE JUDGMENTS OF TEACHERS AND THEIR REACTIONS TO THE EXPERIMENTAL MATHEMATICS PROGRAMS THEY WERE TEACHING IN CONNECTION WITH A PROJECT WHICH EVALUATED SEVERAL RECENTLY DEVELOPED PROGRAMS WERE OBTAINED AND ANALYZED. OBSERVATIONS AND JUDGMENTS ABOUT THESE PROGRAMS WERE OBTAINED THROUGH A QUESTIONNAIRE SENT TO TEACHERS WHO PARTICIPATED IN ONE OF THE SEVERAL EXPERIMENTAL PROGRAMS FOR THE 7TH THROUGH 11TH GRADES DURING THE 1964-1965 SCHOOL YEAR. THE SPECIALLY CONSTRUCTED QUESTIONNAIRE, WHICH IS ATTACHED TO THE REPORT, WAS DESIGNED TO ELICIT TEACHER REACTIONS TO THE COMPARATIVE EFFECTIVENESS OF THE EXPERIMENTAL PROGRAMS OVER THE CONVENTIONAL PROGRAMS IN RELATION TO THE FOLLOWING FACTORS--(1) INSTRUCTIONAL EFFECTIVENESS, (2) PREFERENCE FOR INSTRUCTIONAL USE, (3) INSTRUCTIONAL INPUT DIFFERENCES, (4) PUPIL, PARENT AND OTHER TEACHER EVALUATIONS, AND (5) JUDGMENTS CONSIDERING DIFFERENT LEVELS OF PUPIL ABILITY. THE TEACHERS' JUDGMENTS OF THE INSTRUCTIONAL EFFECTIVENESS OF THE EXPERIMENTAL PROGRAMS WERE GENERALLY QUITE POSITIVE, AND A MUCH MORE FAVORABLE RESPONSE WAS MADE FOR THE EXPERIMENTAL MATERIALS IN CONTRAST TO THE CONVENTIONAL MATERIALS. A HIGH PROPORTION OF THE TEACHERS QUESTIONED PERCEIVED HIGHER ABILITY STUDENTS AS RESPONDING MORE FAVORABLY TO THE EXPERIMENTAL MATERIALS AND THE LOWER ABILITY STUDENTS AS RESPONDING MORE FAVORABLY TO THE CONVENTIONAL MATERIALS. A RELATED REPORT IS AA 000 058. (GD)

ED 011 943

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AA 000 060

REVIEW AND PROSPECTUS, FIRST ANNUAL REPORT OF THE RESEARCH AND DEVELOPMENT CENTER FOR LEARNING AND RE-EDUCATION.

BY- GOODSON, MAX R. AND OTHERS

WISCONSIN UNIV., MADISON

REPORT NUMBER BR-5-0216-1

PUB DATE 65

CONTRACT OEC-5-10-154

EDRS PRICE MF-\$0.09 HC-\$1.72 43P.

DESCRIPTORS- #CONCEPT FORMATION, #LEARNING, #PROBLEM SOLVING, #RESEARCH AND DEVELOPMENT CENTERS, #RESEARCH AND INSTRUCTION UNITS, LABORATORY EXPERIMENTS, MADISON, PILOT PROJECTS, PROJECT MODELS, SUPPLEMENTARY EDUCATION, TESTING PROGRAMS,

THE 1ST YEAR OF OPERATION OF THE RESEARCH AND DEVELOPMENT CENTER FOR LEARNING AND RE-EDUCATION AT THE UNIVERSITY OF WISCONSIN WAS REVIEWED. BASIC RESEARCH IN CONCEPT LEARNING WAS CONDUCTED BY MEANS OF LABORATORY EXPERIMENTS AND COMPUTER SIMULATION. CONCEPT LEARNING IN THE SUBJECT AREAS OF MATHEMATICS, ENGLISH COMPOSITION, SCIENCE, SPEECH, AND POLITICAL SCIENCE WAS INVESTIGATED BY MEANS OF MODEL LESSONS AND FIELD TESTING. COORDINATED PROJECTS WERE BEGUN IN THE FIELDS OF THE CULTURALLY DISADVANTAGED, ADULT RE-EDUCATION, SOCIAL VARIABLES IN LEARNING, INSTRUCTIONAL TELEVISION, AND METHODOLOGY. NEW PROJECTS AND PLANS TO BE ADDED TO THE RESEARCH PROGRAM INCLUDE LABORATORY EXPERIMENTS ON PROBLEM SOLVING AND PROJECT "MODELS" (MAXIMIZING OPPORTUNITIES FOR DEVELOPMENT AND EXPERIMENTATION IN LEARNING IN THE SCHOOLS). PROJECT "MODELS" WAS DEVELOPED TO FORMULATE SIGNIFICANT RESEARCH PROBLEMS, TO ESTABLISH RESEARCH AND INSTRUCTIONAL UNITS WITHIN PILOT SCHOOLS OF THE SCHOOL SYSTEM

TO STUDY AND MODIFY SCHOOL OPERATIONAL STRUCTURES, AND TO STUDY THE CHANGE PROCESSES WHEREBY SCHOOLS INTRODUCE INNOVATIONS AND MAKE ADAPTATIONS. FOR RELATED REPORTS SEE AA DDD 061 AND AA DDD 068. (TC)

ED 011 944

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AA DDD 062

RELATIONSHIP OF RACE, SEX AND GRADE TO RESPONSES, TO VERBAL AND PICTORIAL STIMULI. PART II, A STUDY IN SMALL SOUTHERN CITIES.

BY- OTTO, WAYNE

WISCONSIN UNIV., MADISON

REPORT NUMBER BR-5-D216-3

PUB DATE JAN 66

CONTRACT OEC-5-10-154

EDRS PRICE MF-\$0.09 HC-\$0.44 11P.

DESCRIPTORS- #PICTORIAL STIMULI, #RACIAL DIFFERENCES, #RESPONSE MODE, #SENSORY EXPERIENCE, #VERBAL STIMULI, AGE DIFFERENCES, CAUCASIANS, CHICAGO, ELEMENTARY SCHOOL STUDENTS, MADISON, NEGROES, RESEARCH AND DEVELOPMENT CENTERS, SECONDARY SCHOOL STUDENTS, SEX DIFFERENCES, SOUTHERN SCHOOLS,

FURTHER EXAMINATION WAS MADE OF AN EARLIER RESEARCH FINDING WHICH SHOWED, CONTRARY TO "LOGICAL" ANALYSIS, THAT VERBAL REPRESENTATIONS EVOKE MORE SENSORY RESPONSES THAN DO BLACK AND WHITE LINE DRAWING REPRESENTATIONS OF THE SAME STIMULI. THIS RESEARCH FINDING HAD BEEN CONFIRMED BY TWO EARLIER STUDIES WHOSE SUBJECTS WERE ALL WHITE STUDENTS IN A RURAL COMMUNITY HIGH SCHOOL IN THE NORTHWEST AND RACIALLY UNDIFFERENTIATED STUDENTS IN A NORTHERN METROPOLITAN HIGH SCHOOL. IT WAS SUGGESTED, HOWEVER, THAT SUBJECTS WITH OTHER BACKGROUNDS AND IN OTHER GRADE LEVELS MIGHT RESPOND DIFFERENTLY. TO TEST THIS CONTENTION, THE INVESTIGATOR ADMINISTERED THE SAME MATERIALS AND FOLLOWED THE SAME PROCEDURES EMPLOYED IN ONE OF THE EARLIER STUDIES WITH A STUDENT SAMPLE FROM TWO SMALL SOUTHERN CITIES. THE NEW SAMPLE CONSISTED OF ELEMENTARY AND SECONDARY STUDENTS IN A NEGRO SCHOOL AND ELEMENTARY STUDENTS IN A WHITE SCHOOL. ON AN OVERALL BASIS, THE RESULTS OF THE NEW STUDY CORROBORATED THE EARLIER FINDING. ONLY THE OUTCOMES DEMONSTRATED BY THE NEGRO ELEMENTARY SUBJECTS FAILED TO SUBSTANTIATE THE FINDING, AND A REPLICATION WITH YOUNG NEGRO STUDENTS WAS RECOMMENDED. THE EARLIER STUDIES HAD SHOWN A POSSIBLE DEVELOPMENTAL TREND TOWARD SENSORY RESPONSES. IN THE PRESENT STUDY, THE HIGH SCHOOL STUDENTS GAVE MORE SENSORY RESPONSES THAN THE ELEMENTARY SUBJECTS, BUT THERE WAS NO CLEAR TREND FROM ONE GRADE TO THE NEXT WITHIN SCHOOLS. GIRLS TENDED, AS IN THE EARLIER STUDIED, TO GIVE MORE SENSORY RESPONSES THAN BOYS. THIS PAPER WAS PRESENTED AS PART OF AN SYMPOSIUM AT AN ANNUAL MEETING OF THE AMERICAN EDUCATIONAL RESEARCH ASSOCIATION (CHICAGO, FEBRUARY 1966). (JH)

ED 011 945

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AA DDD 063

ANXIETY AND MOTIVATION AS FACTORS IN INHIBITORY POTENTIAL.

BY- OTTO, WAYNE

WISCONSIN UNIV., MADISON

REPORT NUMBER BR-5-D216-4

PUB DATE JAN 66

CONTRACT OEC-5-10-154

EDRS PRICE MF-\$0.09 HC-\$0.44 11P.

DESCRIPTORS- #ANXIETY, #BEHAVIOR PATTERNS, #INHIBITION, #MOTIVATION, #REACTIVE BEHAVIOR, CHICAGO, CHILDRENS MANIFEST ANXIETY SCALE, ELEMENTARY SCHOOL STUDENTS, MADISON, RESEARCH

AND DEVELOPMENT CENTERS.

THE HYPOTHESIS THAT THE ANXIETY LEVEL OF SUBJECTS WILL AFFECT THEIR TENDENCY TO ACCUMULATE REACTIVE INHIBITION WAS TESTED. THE STUDY EMPLOYED THE CHILDREN'S MANIFEST ANXIETY SCALE TO IDENTIFY 120 HIGH AND LOW SCORERS AND AN INVERTED-NUMBER PRINTING TASK TO QUANTIFY REACTIVE INHIBITION. THE HYPOTHESIS WAS PARTIALLY CONFIRMED. WITH HIGHLY MOTIVATING INSTRUCTIONS, HIGH ANXIETY SUBJECTS ACCUMULATED MORE REACTIVE INHIBITION THAN LOW ANXIETY SUBJECTS, BUT WITH LOW MOTIVATION, THE HIGH AND LOW ANXIETY GROUPS DID NOT DIFFER. ANXIETY LEVEL APPARENTLY BECOMES A POTENTIAL DETERMINER OF INHIBITORY POTENTIAL ONLY AFTER A CRITICAL LEVEL OF MOTIVATION HAS BEEN REACHED. THIS PAPER WAS PRESENTED AT AN ANNUAL MEETING OF THE AMERICAN EDUCATIONAL RESEARCH ASSOCIATION (CHICAGO, FEBRUARY 1966). (JH)

ED 011 946

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AA DDD 064

ORDER OF SOLUTIONS IN AMBIGUOUS ANAGRAMS AS A FUNCTION OF WORD FREQUENCY OF THE SOLUTION WORDS.

BY- JOHNSON, THOMAS J. VAN MONDFRANS, ADRIAN P.

WISCONSIN UNIV., MADISON

REPORT NUMBER BR-5-D216-5

PUB DATE JAN 66

CONTRACT OEC-5-10-154

EDRS PRICE MF-\$0.09 HC-\$0.20 5P.

DESCRIPTORS- #MNEMONICS, #PROBLEM SOLVING, #PUZZLES, #RESEARCH AND DEVELOPMENT CENTERS, #WORD RECOGNITION, MADISON,

THE AUTHORS HYPOTHEZED THAT IF SUBJECTS WERE PRESENTED WITH "AMBIGUOUS" ANAGRAMS (THOSE WITH MULTIPLE SOLUTIONS), THE SOLUTION-WORD WITH THE HIGHEST NORMAL FREQUENCY OF OCCURRENCE WOULD BE DETERMINED FIRST, THE NEXT MOST FREQUENT SOLUTION-WORD WOULD BE DETERMINED SECOND, AND SO ON. SIXTY-NINE COLLEGE STUDENTS ATTEMPTED TO SOLVE 15 ANAGRAMS, EACH CONTAINING THREE OR MORE POSSIBLE SOLUTION-WORDS. THE RESULTS SHOWED THAT ORDER OF SOLUTION WITHIN ANAGRAMS WAS A DECREASING FUNCTION OF THE WORD FREQUENCY OF THE POSSIBLE SOLUTION-WORDS, IN ACCORDANCE WITH THE HYPOTHESIS. THIS ARTICLE IS A REPRINT FROM "PSYCHONOMIC SCIENCE," VOLUME 3, 1965. (JH)

ED 011 947

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AA DDD 065

THE ONE ROOM SATELLITE.

BY- DREYFUS, LEE S.

WISCONSIN UNIV., MADISON

REPORT NUMBER BR-5-D216-6

PUB DATE JAN 66

CONTRACT OEC-5-10-154

EDRS PRICE MF-\$0.09 HC-\$0.52 13P.

DESCRIPTORS- #CLASSROOM COMMUNICATION, #CULTURAL EXCHANGE, #FRENCH, #INSTRUCTIONAL TECHNOLOGY, #TELEVISION, EARLY BIRD SATELLITE, ENGLISH, HIGH SCHOOL STUDENTS, INSTRUCTIONAL INNOVATION, MADISON, PARIS, RESEARCH AND DEVELOPMENT CENTERS, STUDENT PARTICIPATION, STUDENT REACTION, WEST BEND,

A WISCONSIN HIGH SCHOOL FRENCH CLASS AND A GROUP OF STUDENTS IN AN ENGLISH CLASS AT THE LYCEE HENRI IV OF PARIS, FRANCE, PARTICIPATED IN A COMBINED CLASS SESSION IN THE FIRST INTERNATIONAL TV CLASSROOM EXCHANGE. THE TV SIGNALS WERE EXCHANGED BY MEANS OF THE EARLY BIRD SATELLITE AND PERMITTED

THE STUDENTS TO EXCHANGE MESSAGES. DURING THE TELECAST THE AMERICAN STUDENTS SPOKE FRENCH AND THE FRENCH STUDENTS SPOKE ENGLISH. THE HISTORY OF THE ARRANGEMENTS FOR THE BROADCAST, THE TECHNICAL PROBLEMS INVOLVED, AND THE SPECIAL PROVISIONS FOR TRANSMISSION AND RECEPTION OF THE SIMULTANEOUS CLASS MEETINGS, THE SPECIAL PREPARATIONS OF THE AMERICAN STUDENTS, THE PROBLEMS ENCOUNTERED DURING THE BROADCAST, AND THE REACTIONS OF THE AMERICAN STUDENTS TO PARTICIPATION IN THE TELECAST ARE DESCRIBED IN THE REPORT. THE AUTHOR STATES THIS KIND OF EVENT SHOULD BE MADE A COMMON EXPERIENCE IN THE CLASSROOM. THIS ARTICLE HAS BEEN ACCEPTED FOR PUBLICATION IN THE "NATIONAL ASSOCIATION OF EDUCATIONAL BROADCASTERS JOURNAL," 1966. (AL)

ED 011 948

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AA OOD 066

REACTIVE INHIBITION (THE HULLIAN CONSTRUCT) AND ACHIEVEMENT IN READING.

BY- OTTO, WAYNE

WISCONSIN UNIV., MADISON

REPORT NUMBER BR-5-0216-7

PUB DATE JAN 66

CONTRACT OEC-5-10-154

EDRS PRICE MF-\$0.09 HC-\$0.44 11P.

DESCRIPTORS- *ANXIETY, *INHIBITION, *MOTIVATION, *REACTIVE BEHAVIOR, *READING ACHIEVEMENT, ACADEMIC ACHIEVEMENT, BEHAVIOR PATTERNS, CHILD DEVELOPMENT, DALLAS, LEARNING THEORIES, MADISON, SKILL DEVELOPMENT,

THIS PAPER SUMMARIZED THE RESULTS OF SEVERAL STUDIES CONDUCTED BY THE AUTHOR TO (1) INVESTIGATE THE GENERALITY OF THE RELATIONSHIP BETWEEN REACTIVE INHIBITION AND ACHIEVEMENT AND (2) DETERMINE FACTORS THAT AFFECT INHIBITORY POTENTIAL. THESE STUDIES WERE MADE WITH A VARIETY OF SAMPLE GROUPS. RELATIONSHIPS BETWEEN REACTIVE INHIBITION AND ACHIEVEMENT IN READING, SPELLING, AND HANDWRITING WERE DEMONSTRATED. GIVEN A FAIRLY LOW LEVEL OF MOTIVATION, POOR ACHIEVERS APPEARED TO ACCUMULATE REACTIVE INHIBITION MORE RAPIDLY THAN GOOD ACHIEVERS. THERE WAS EVIDENCE THAT THE GOOD ACHIEVER'S PERFORMANCE AND TENDENCY TO ACCUMULATE REACTIVE INHIBITION INCREASE WHEN MOTIVATION IS INCREASED, BUT NO SUCH RELATIONSHIP WAS DEMONSTRATED WITH THE POOR ACHIEVER. IN ADDITION, THE AUTHOR TENTATIVELY SUGGESTED THAT ANXIETY ALSO PLAYS AN IMPORTANT ROLE IN PRODUCING REACTIVE INHIBITION, ALTHOUGH THIS RELATIONSHIP WAS NOT CLEARLY SHOWN. BASED ON HIS VARIOUS FINDINGS, THE AUTHOR TO ACCUMULATE REACTIVE INHIBITION INCREASED WHEN MOTIVATION ACCUMULATE MUCH REACTIVE INHIBITION AND POOR ACHIEVEMENT. HE WARNS, HOWEVER, THAT HE DOES NOT SUGGEST THAT SUCH A TENDENCY IS A "MAJOR" CAUSE FOR READING DISABILITY. THIS PAPER WAS PRESENTED AT THE NATIONAL READING CONFERENCE (DALLAS, DECEMBER 1965). (JH)

ED 011 949

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AA OOD 067

CLOSING THE GAP - RESEARCH AND PRACTICE.

BY- DREYFUS, LEE S.

WISCONSIN UNIV., MADISON

REPORT NUMBER BR-5-0216-8

PUB DATE JAN 66

CONTRACT OEC-5-10-154

EDRS PRICE MF-\$0.09 HC-\$0.64 16P.

DESCRIPTORS- *INSTRUCTIONAL MATERIALS, *INSTRUCTIONAL TECHNOLOGY, *MEDIA RESEARCH, *MEDIA SPECIALISTS, *TELEVISION, BIBLIOGRAPHIES, EDUCATIONAL RESEARCH, INFORMATION

DISSEMINATION, INSTRUCTIONAL TELEVISION, MADISON, RESEARCH AND DEVELOPMENT CENTERS, TAXONOMY, TELEvised INSTRUCTION, WISCONSIN,

EXAMPLES OF SIGNIFICANT FINDINGS FROM RESEARCH STUDIES OF LEARNING FROM MEDIA WERE CITED THAT HAVE BEEN IGNORED OR OVERLOOKED BY PRODUCERS OF INSTRUCTIONAL TELEVISION. CAUSES FOR THESE GAPS BETWEEN RESEARCH AND PRACTICE WERE DISCUSSED, AND CERTAIN SOLUTIONS WERE OFFERED IN AN ATTEMPT TO ELIMINATE THE GAPS. THE AUTHOR URGED THAT ALL PRESENTLY AVAILABLE, PUBLISHED RESEARCH FINDINGS BE MADE ACCESSIBLE TO EVERYONE INVOLVED IN INSTRUCTIONAL TELEVISION. A BIBLIOGRAPHY OF TITLES, AUTHORS, AND ORIGIN LOCATIONS OF ANY PUBLISHED OR UNPUBLISHED RESEARCH OR REPORT SHOULD BE COMPILED. IN ADDITION, RESEARCH SHOULD BE MORE UTILITY ORIENTED TO PROVIDE MORE RESEARCH OF THE SORT MOST HELPFUL TO THE PRODUCER AND TEACHER. A TAXONOMY OF TELEVISION SIGN SYSTEMS AND A TAXONOMY OF TV PRODUCTION ELEMENTS ARE ATTACHED TO THE REPORT. THIS PAPER WAS PRESENTED TO NATIONAL ASSOCIATION OF EDUCATIONAL BROADCASTERS (MIAMI UNIVERSITY, OXFORD, OHIO, MARCH 22, 1965). (6D)

ED 011 950

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AA OOD 068

PATTERNS FOR LEARNING.

BY- KLAUSMEIER, HERBERT J.

WISCONSIN UNIV., MADISON

REPORT NUMBER BR-5-0216-9

PUB DATE JAN 66

CONTRACT OEC-5-10-154

EDRS PRICE MF-\$0.09 HC-\$0.84 21P.

DESCRIPTORS- *EDUCATIONAL PRINCIPLES, *EDUCATIONAL RESEARCH, *INDIVIDUAL DEVELOPMENT, *INSTRUCTIONAL INNOVATION, *LEARNING SPECIALISTS, *SCHOOL ROLE, COOPERATIVE PROGRAMS, EDUCATIONAL EXCHANGE, EFFECTIVE TEACHING, INSTRUCTIONAL MATERIALS, LEARNING LABORATORIES, LEARNING PROCESSES, MADISON, PROJECT MODELS, RESEARCH OPPORTUNITIES, ROCHESTER, SCHOOL PERSONNEL, TEACHER PARTICIPATION, TEACHING METHODS,

THE GOALS, RESEARCH TASKS, AND FUNCTIONAL OPERATION OF A RESEARCH AND INSTRUCTION (R AND I) UNIT WERE DESCRIBED. R AND I UNITS WERE ORGANIZED TO PROVIDE THE MEANS TO CONDUCT CLASSROOM RESEARCH AND TO DEVELOP MORE EFFICIENT LEARNING PROCESSES THROUGH THE COOPERATION OF LOCAL SCHOOLS, STATE PERSONNEL, AND UNIVERSITY FACULTY MEMBERS. THE ACTIVITIES OF A UNIT, COMPOSED OF A LEARNING SPECIALIST, TEACHERS, AND NONCERTIFIED ASSISTANTS, ARE SIMILAR TO TEAM TEACHING, BUT THE UNIT HAS DIFFERENT RESPONSIBILITIES. ANY VARIABLE OR PROBLEM OF SCHOOL LEARNING WAS REGARDED AS APPROPRIATE FOR RESEARCH BY R AND I UNITS. THE AUTHOR DISCUSSED 10 PRINCIPLES OF LEARNING THAT SHOULD BE APPLIED AND TESTED BY R AND I UNITS. THE PRINCIPLES STATED WERE (1) MOTIVATE YOUR STUDENTS, (2) PROVIDE FOR INDIVIDUAL DIFFERENCES, (3) SELECT MEANINGFUL MATERIAL, (4) ORGANIZE THE SUBJECT MATTER EFFECTIVELY, (5) PROVIDE APPROPRIATE MODELS FOR STUDENTS, (6) GUIDE INITIAL TRIALS, (7) ARRANGE PRACTICE PERIODS EFFECTIVELY, (8) EVALUATE THE STUDENT'S PROGRESS, (9) PROVIDE FOR RECALL, AND (10) HELP THE STUDENTS APPLY KNOWLEDGE. SOCIAL FORCES, FAMILY INFLUENCES, AND ADMINISTRATIVE PRESSURES WERE INCLUDED AMONG OTHER FACTORS TO BE CONSIDERED BY R AND I UNITS. THE AUTHOR ALSO GAVE A BRIEF DESCRIPTION OF THE RESEARCH AND DEVELOPMENT ACTIVITIES OF THE R AND I UNITS ESTABLISHED BY THE RESEARCH AND DEVELOPMENT CENTER FOR LEARNING AND RE-EDUCATION AT THE

UNIVERSITY OF WISCONSIN. THIS PAPER WAS PRESENTED TO THE JOINT CONFERENCE, COUNCIL OF SCHOOL SUPERINTENDENTS, AND NEW YORK STATE ASSOCIATION SCHOOL DISTRICT ADMINISTRATORS (ROCHESTER, SEPTEMBER 30, 1965). (AL)

ED 011 951

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AA 000 070

CASE--A PROGRAM FOR SIMULATION OF CONCEPT LEARNING.

BY- BAKER, FRANK B.

WISCONSIN UNIV., MADISON

REPORT NUMBER BR-5-0216-11

PUB DATE 1 SEP 65

EDRS PRICE MF-\$0.09 HC-\$2.12 53P.

DESCRIPTORS- #CONCEPT FORMATION, #DATA PROCESSING, #INFORMATION SYSTEMS, #LEARNING PROCESSES, #SIMULATORS, CASE PROGRAM, COMPUTER PROGRAMS, INSTRUCTIONAL TECHNOLOGY, MADISON, PROGRAMING, PSYCHOEDUCATIONAL PROCESSES,

THE "CASE" PROGRAM WAS DEVELOPED TO PROVIDE A VEHICLE FOR UNDERSTANDING THE PSYCHOLOGICAL PROCESSES INVOLVED IN CONCEPT LEARNING BY MEANS OF COMPUTER SIMULATION TECHNIQUES. BECAUSE THE MAJORITY OF PUBLISHED "SIMULATION OF CONCEPT LEARNING" PROGRAMS PROVIDED FEW INSIGHTS INTO THE LEARNING PROCESS, THE "CASE" PROGRAM WAS DESIGNED TO PROVIDE A BETTER MEANS FOR OBTAINING SUCH INSIGHTS. A PSEUDOCODE SCHEME WAS USED WITH A SPECIAL INTERPRETER WRITTEN IN MACHINE LANGUAGE WHICH PERMITTED SUBROUTINES TO BE USED IN SEVERAL CONTEXTS WITHOUT HAND CODING THE SITUATIONALLY DEPENDENT LINKAGES. A THREE-LEVEL MODEL OF HUMAN MEMORY INVOLVING WORKING MEMORY, SHORT-TERM MEMORY, AND LONG-TERM MEMORY WAS USED TO PROVIDE A FLEXIBLE MEANS FOR ACQUIRING, PROCESSING, AND STORING INFORMATION. "CASE" THUS REPRESENTS A SMALL PROGRAMING SYSTEM RATHER THAN A SPECIFIC COMPUTER PROGRAM AND, AS SUCH, CONTINUALLY CHANGES AS IMPROVED UNDERSTANDINGS ARE OBTAINED. AT THE TIME OF REPORTING, THE "CASE" COMPUTER PROGRAM WAS PRIMARILY A MEDIUM FOR EXPRESSING AND STORING THE INSIGHTS AND UNDERSTANDINGS OF THE CONCEPT LEARNING PROCESS WHICH HAVE BEEN ACQUIRED. THIS PAPER WAS PREPARED FOR PRESENTATION AT THE FALL JOINT COMPUTER CONFERENCE (LAS VEGAS, NOVEMBER 30 - DECEMBER 2, 1965). VARIOUS ASPECTS OF THE DEVELOPMENT OF THE PROGRAM ARE PRESENTED IN THREE PAPERS APPENDED TO THIS DESCRIPTION OF CASE. THESE PAPERS COVER (1) "CONCEPT ATTAINMENT EXPERIMENTATION BY COMPUTER SIMULATION," (2) "EXPERIMENTAL DESIGN CONSIDERATIONS ASSOCIATED WITH LARGE SCALE RESEARCH PROJECTS," AND (3) "AN IPL-V TECHNIQUE FOR SIMULATION PROGRAMS." (JH)

ED 011 952

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AA 000 071

WORDS VS. PSEUDO WORDS. STUDIES OF ORAL READING, I.

BY- LEVIN, HARRY BIEMLER, ANDREW J.

REPORT NUMBER BR-5-0617-5

PUB DATE 65

CONTRACT OEC-4-10-113

EDRS PRICE MF-\$0.09 HC-\$0.84 21P.

DESCRIPTORS- #MEASUREMENT TECHNIQUES, #ORAL READING, #REACTIVE BEHAVIOR, #READING RESEARCH, #RESPONSE MODE, BEHAVIOR RATING SCALES, GRADE 2, GRADE 3, GRADE 4, ITHACA, READING ABILITY, STIMULUS BEHAVIOR,

THIS STUDY WAS DESIGNED TO TEST THE VALIDITY OF RESPONSE LATENCY AS A BEHAVIORAL INDEX TO READING. CHILDREN IN GRADES 2, 3, AND 4 WERE SHOWN A RANDOMIZED LIST OF 16 WORDS CONSISTING OF EIGHT REAL WORDS AND EIGHT PSEUDOWORDS. THE

TIME THEY TOOK TO GIVE A VERBAL RESPONSE TO THE WORD AFTER ITS EXPOSURE WAS MEASURED. THE RESULTS SHOWED THAT CHILDREN ARE HIGHLY CONSISTENT IN THEIR BEHAVIOR ACROSS TRIALS AND BETWEEN THE TWO TYPES OF WORDS WITHIN TRIALS. YOUNGER CHILDREN TOOK LONGER TO READ REAL WORDS THAN OLDER CHILDREN, LATENCIES DECREASED OVER TRIALS, AND IT TOOK LONGER TO READ PSEUDOWORDS THAN REAL WORDS. WHILE MORE ERRORS WERE MADE IN READING PSEUDOWORDS RATHER THAN REAL WORDS, YOUNGER CHILDREN MADE MORE ERRORS THAN DID OLDER ONES. WHEN FREQUENCY OF ERRORS WAS CONTROLLED, THERE WERE NO DIFFERENCES IN THE LATENCIES OF REAL AND NONSENSE WORDS READ INCORRECTLY, BUT FOR CORRECT RESPONSES, REAL WORDS WERE READ MORE QUICKLY. THESE FINDINGS INDICATE THE USEFULNESS OF RESPONSE LATENCY AS A MEASURE OF READING. (GD)

ED 011 953

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AA 000 072

PRONOUNCEABILITY. STUDIES OF ORAL READING, II.

BY- BIEMLER, ANDREW J. LEVIN, HARRY

REPORT NUMBER BR-5-0617-6

PUB DATE 65

CONTRACT OEC-4-10-113

EDRS PRICE MF-\$0.09 HC-\$0.40 12P.

DESCRIPTORS- #LANGUAGE SKILLS, #MEASUREMENT TECHNIQUES, #ORAL READING, #REACTIVE BEHAVIOR, #RESPONSE MODE, GRADE 3, GRADE 4, ITHACA, READING ABILITY, READING RESEARCH, STIMULUS BEHAVIOR,

VERBAL REACTION TIMES TO WORD FORMS THAT DIFFER IN THEIR PRONOUNCEABILITY WERE ASSESSED FOR SIGNIFICANCE OF CORRELATION. SINGLE PSEUDOWORDS OF VARYING PRONOUNCEABILITY WERE SHOWN TO 36 THIRD AND FOURTH GRADERS, AND THEIR REACTION TIMES FOR ORAL RESPONSES WERE MEASURED. THE RESPONSES WERE TAPE RECORDED, AND THE PERIOD OF TIME FROM THE EXPOSURE OF THE WORD TO THE ONSET OF THE FINAL PRONUNCIATION WAS MEASURED. CORRELATIONS WERE ACQUIRED BETWEEN MEAN RESPONSE LATENCIES AND RATED PRONOUNCEABILITY PER WORD BY GRADE LEVEL AND WORD LENGTH. THE CORRELATIONS WERE ALL SIGNIFICANT AND CLEARLY INDICATED THAT THE HARDER A WORD WAS TO PRONOUNCE, THE LONGER WAS THE INTERVAL FROM THE EXPOSURE OF THE WORD TO THE VERBAL RESPONSE. (GD)

ED 011 954

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AA 000 073

CONTINGENT VERSUS NON-CONTINGENT SPELLING PATTERNS. STUDIES OF ORAL READING, III. PRELIMINARY DRAFT.

BY- LEVIN, HARRY BIEMLER, ANDREW J.

REPORT NUMBER BR-5-0617-7

PUB DATE JAN 66

CONTRACT OEC-4-10-113

EDRS PRICE MF-\$0.09 HC-\$0.88 22P.

DESCRIPTORS- #LANGUAGE SKILLS, #ORAL READING, #REACTIVE BEHAVIOR, #READING ABILITY, #RESPONSE MODE, CONSONANTS, GRADE 2, GRADE 3, GRADE 4, ITHACA, MEASUREMENT TECHNIQUES, READING RESEARCH, STIMULUS BEHAVIOR, WORD LISTS,

THE EFFECTS WHICH CERTAIN CORRESPONDENCES BETWEEN SPELLING AND SOUND HAVE ON READING WERE ASSESSED. THE 54 SUBJECTS WERE DRAWN IN EQUAL NUMBERS FROM GRADES 2, 3, AND 4. TO COMPARE THE RESPONSE LATENCIES AND THE ERRORS MADE WHEN READING THREE INTERMIXED LISTS OF 12 WORDS EACH, THE CHILDREN WERE ASKED TO READ ALOUD EACH WORD AS IT WAS PRESENTED ON THE SCREEN. THE FIRST LIST CONTAINED WORDS BEGINNING WITH "C," "G," OR "K" IN SOME OF THEIR LESS COMMON PRONUNCIATIONS. THE

SECOND LIST CONTAINED WORDS BEGINNING WITH THE SAME LETTERS, BUT IN THEIR MORE COMMON PRONUNCIATIONS. THE THIRD LIST CONTAINED WORDS DIFFERING FROM THE FIRST LIST ONLY IN HAVING INITIAL LETTERS WITH INVARIANT SPELLING-TO-SOUND CORRESPONDENCES. THE ORAL RESPONSES TO EACH PRESENTED WORD WERE TAPE RECORDED, AND THE INTERVAL BETWEEN PRESENTATION OF THE WORD ON THE SCREEN AND THE SUBJECTS RESPONSE CONSTITUTED THE VERBAL REACTION TIME. ERRORS WERE ANALYZED FROM A TRANSCRIPT OF THE TAPE. LONGER LATENCIES AND MORE ERRORS WERE FOUND IN USING THE FIRST LIST, BUT NO DIFFERENCES BETWEEN THE OTHER TWO LISTS WERE OBSERVED. RESULTS WERE MOST CLEAR-CUT FOR FOURTH GRADERS. ANALYSIS OF THE ERRORS SHOWED THAT MOST OF THE ERRORS MADE ON THE FIRST LIST CONSISTED OF GIVING THE MORE COMMON PRONUNCIATION OF THE FIRST LETTER. THE AUTHOR'S INTERPRETATION OF THE RESULTS WAS THAT THE CHILDREN RESPONDED TO THE SINGLE PRONUNCIATION PATTERN THEY HAD LEARNED, THE COMMON ONE, AND HAD DIFFICULTY WITH PATTERNS WITH WHICH THEY HAD LITTLE EXPERIENCE. HE CONCLUDED THAT THE CONTRASTIVE PRONUNCIATION FORMS SHOULD BE PRESENTED SIMULTANEOUSLY TO THE CHILD. (AL)

ED 011 955

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AA DDD 074

PERCEPTUAL LEARNING IN EDUCATIONAL SITUATIONS.

BY- GIBSON, ELEANOR J.

REPORT NUMBER BR-5-1213

PUB DATE OCT 66

CONTRACT OEC-6-10-156

EDRS PRICE MF-\$0.09 HC-\$1.36 34P.

DESCRIPTORS- *COGNITIVE PROCESSES, *LEARNING THEORIES, *PATTERNED RESPONSES, *PERCEPTUAL DEVELOPMENT, *STIMULUS BEHAVIOR, DISCRIMINATION LEARNING, ITHACA, LEARNING EXPERIENCE, RESPONSE MODE,

BOTH COGNITIVELY-ORIENTED AND RESPONSE-ORIENTED THEORIES OF PERCEPTUAL LEARNING ARE DISCUSSED AND CONTRASTED WITH A STIMULUS-ORIENTED THEORY. PERCEPTUAL LEARNING IS DEFINED AS AN INCREASE IN SPECIFICITY OF DISCRIMINATION OF THE STIMULUS INPUT. THE AUTHOR DESCRIBED WHAT IS LEARNED IN PERCEPTUAL LEARNING AS (1) THE DISTINCTIVE FEATURES OF THINGS, (2) INVARIANTS OF EVENTS OVER TIME, AND (3) HIGHER ORDER STRUCTURES OF BOTH THINGS AND EVENTS. WHAT IS LEARNED WAS SAID TO BE SELECTED BECAUSE IT PROVIDES A "REDUCTION OF UNCERTAINTY." FOUR PRINCIPLES THAT ARE IMPORTANT IN THE APPLICATION OF THE AUTHOR'S VIEW OF PERCEPTUAL LEARNING TO EDUCATION WERE STATED--(1) TASKS CAN BE ANALYZED INTO UNITS OF PERCEPTUAL CONTENT WHICH FORM HIERARCHIES, (2) LOWER ORDER UNITS ARE DISTINGUISHED BY DISTINCTIVE FEATURES, (3) HIGHER ORDER UNITS ARE DISTINGUISHED BY STRUCTURE, (4) THE STRATEGY OF EXPLORATION AND PERCEPTUAL SEARCH DEVELOPS WITH AGE AND EDUCATION. THIS PAPER WAS PREPARED FOR THE SYMPOSIUM ON RESEARCH APPROACHES TO THE LEARNING OF SCHOOL SUBJECTS (UNIVERSITY OF CALIFORNIA AT BERKELEY, OCTOBER 28-29, 1966). (AL)

ED 011 956

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AA DDD 075

HOMOGRAPHS IN A SEMANTIC CONTEXT. STUDIES IN ORAL READINGS, VII. PRELIMINARY DRAFT.

BY- FORD, BOYCE L. LEVIN, HARRY

REPORT NUMBER BR-5-1213-7

PUB DATE JAN 67

CONTRACT OEC-6-10-156

EDRS PRICE MF-\$0.09 NC-\$0.64 16P.

DESCRIPTORS- *ORAL READING, *READING PROCESSES, *READING SPEED, ITHACA, VISUAL STIMULI, WORD LISTS,

THE EFFECTS OF SEMANTIC CONTEXT ON THE VERBAL REACTION TIMES OF CHILDREN READING HOMOGRAPHS WERE STUDIED BY A COMPARISON OF THE EFFECTS OF WORD OR LETTER CUES PRECEDING THE HOMOGRAPHS TO BE READ. THE INVESTIGATOR DEVISED TWO EXPERIMENTAL WORDLISTS CONTAINING HOMOGRAPHS PRECEDED BY ONE-WORD, SEMANTICALLY SIMILAR NONHOMOGRAPHS AND TWO CONTROL LISTS CONTAINING THE SAME HOMOGRAPHS IN ISOLATION OR PRECEDED BY A MEANINGLESS CONSONANT. THE CUE-HOMOGRAPH COMBINATIONS WERE PROJECTED ON THE SCREEN ONE ITEM AT A TIME. THE TIME LAPSE BETWEEN THE VISUAL PRESENTATION OF THE ITEM AND THE VERBAL RESPONSE OF THE SUBJECT WAS MEASURED, AND THE REACTION TIMES FOR EACH OF THE FOUR LISTS WERE COMPARED. THE SUBJECTS REACTION TIMES FOR THE EXPERIMENTAL LISTS WERE SIGNIFICANTLY FASTER THAN FOR THE CONTROL LISTS. THE RESULTS INDICATED THAT THE SHORTER VERBAL RESPONSE TIMES RESULTING FROM THE PRECEDING SEMANTIC CUES DID NOT RESULT FROM A PRIMING EFFECT RESULTING FROM A PRECEDING STIMULUS. THE AUTHOR CONCLUDED THAT A PRECEDING STIMULUS MUST BE MEANINGFUL, EITHER GRAMMATICALLY OR SEMANTICALLY, TO FACILITATE THE READING OF WORDS. (AL)

ED 011 957

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AA DDD 076

SENTENCE STRUCTURE AND THE EYE-VOICE SPAN. STUDIES IN ORAL READING, IX. PRELIMINARY DRAFT.

BY- LEVIN, HARRY TURNER, ELIZABETH ANN

REPORT NUMBER BR-5-1213-9

PUB DATE SEP 66

CONTRACT OEC-6-10-156

EDRS PRICE MF-\$0.09 HC-\$1.00 27P.

DESCRIPTORS- *ORAL READING, *READING DEVELOPMENT, *READING PROCESSES, *SENTENCE STRUCTURE, *VISUAL PERCEPTION, EYE VOICE SPAN (EVS), ITHACA, PARTICIPANT CHARACTERISTICS, READING LEVEL, READING SPEED,

THIS STUDY INVESTIGATED THE EFFECTS OF THE GRAMMATICAL STRUCTURE OF READING MATERIALS ON THE EYE-VOICE SPAN (EVS). THE EYE-VOICE SPAN IS THE DISTANCE THE EYE IS AHEAD OF THE VOICE IN READING ALOUD. THE HYPOTHESIS OF THE STUDY WAS THAT THE EYE-VOICE SPAN IS NOT A CONSTANT OR FIXED LENGTH REGARDLESS OF THE MATERIAL BEING READ, BUT THAT, AMONG OTHER FACTORS, IT IS AFFECTED BY THE GRAMMATICAL STRUCTURE OF THE READING MATERIALS. TEN SUBJECTS FROM GRADES 2, 4, 6, 8, 10, AND ADULTS WERE TESTED WITH FOUR TYPES OF SENTENCES. THE EVS WAS MEASURED AT VARIOUS POINTS BY TURNING OUT THE LIGHT AT SOME POINT IN THE READER'S DELIVERY AND SEEING HOW FAR HE CAN CONTINUE READING WHEN THE PRINT IS NO LONGER VISIBLE. TWO SIMILAR SETS OF SENTENCES WERE PREPARED, ONE USING THE VOCABULARY OF A SECOND GRADER AND THE OTHER WITH A VOCABULARY OF A SIXTH GRADER. THE SENTENCES WERE CONSTRUCTED WITH PHRASE UNITS OF TWO, THREE, AND FOUR WORDS AND WERE ALL LONG ENOUGH TO PROVIDE AT LEAST 10 WORDS BEYOND A "LIGHT-OUT" EYE POSITION. RESULTS OF THE STUDY SUPPORTED THE HYPOTHESIS THAT SUBJECTS TEND TO READ IN PHRASE UNITS. OLDER READERS READ TO PHRASE BOUNDARIES MORE OFTEN THAN BEGINNING READERS. FAST OR GOOD READERS READ TO THE END OF PHRASE BOUNDARIES MORE OFTEN THAN THE SLOW OR POOR READERS DID. THERE WAS ALSO A SIGNIFICANT DIFFERENCE BETWEEN THE EVS ON ACTIVE AND PASSIVE SENTENCES FOR OLDER SUBJECTS. (AL)

ED 011 958

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AA 000 077

SOCIAL FACTORS IN THE ADOPTION OF NEW TEACHING-LEARNING TECHNIQUES IN THE ELEMENTARY SCHOOL. ACCEPTANCE OF NEW EDUCATION PRACTICES BY ELEMENTARY SCHOOL TEACHERS.

BY- GOTTILIEB, DAVID BROOKOVER, WILBUR B.

MICHIGAN ST. UNIV., EAST LANSING, COLL. OF EDUC.

REPORT NUMBER ER-33

PUB DATE MAY 66

REPORT NUMBER DR-5-D714

REPORT NUMBER NDEA-VIIA-996

EDRS PRICE MF-\$0.36 HC-\$9.40 237P.

DESCRIPTORS- *EDUCATIONAL CHANGE, *INSTRUCTIONAL INNOVATION, *SCHOOL ADMINISTRATION, *TEACHER ATTITUDES, *TEACHER ROLE, ADMINISTRATOR ATTITUDES, EAST LANSING, ELEMENTARY SCHOOL TEACHERS, ORGANIZATIONAL CLIMATE,

THE RESPONSE OF INDIVIDUAL ELEMENTARY SCHOOL TEACHERS TO INNOVATIONS IN TEACHING DEVICES AND TEACHING MATERIALS WAS INVESTIGATED. THE GOAL OF THE STUDY WAS TO DISCOVER HOW TEACHERS PERCEIVED SPECIFIC EDUCATIONAL INNOVATIONS, AND THEIR ATTITUDES WITH RESPECT TO THE ACCEPTANCE AND USE OF THESE INNOVATIONS. PARTICIPANT OBSERVATION, INTERVIEWS, AND A QUESTIONNAIRE WERE USED TO COLLECT DATA FROM A SAMPLE OF 158 TEACHERS REPRESENTING LEVELS OF TEACHING FROM KINDERGARTEN THROUGH THE SIXTH GRADE, AND SCHOOLS IN URBAN, SUBURBAN, AND RELATIVELY RURAL AREAS. THE ROLE OF THE TEACHER WAS EVALUATED IN TERMS OF THE CLASSROOM, ORGANIZATIONAL, AND PROFESSIONAL SEGMENTS OF THAT ROLE, TERMED BY THE AUTHOR AS "ROLE SECTORS," AND IN TERMS OF THE NORMS GOVERNING PERFORMANCE IN THESE SECTORS. THE ACCEPTANCE OF NEW EDUCATIONAL DEVICES WAS REGARDED BY THE AUTHORS AS AN INSTANCE OF THE ACCEPTANCE OF CHANGE IN OCCUPATIONAL EXPERTISE, AND THE AUTHORS SUGGESTED THAT THE DEFINITION OF EXPERTISE IN THE TEACHING PROFESSION IS DETERMINED WITHIN THE SCHOOL ORGANIZATION RATHER THAN BY THE INDIVIDUAL TEACHER. IN THIS CONNECTION, IT WAS OBSERVED THAT THE TEACHER DOES NOT PERCEIVE HER ROLE AS SOMEONE WHO SHOULD OR CAN MAKE DECISIONS ABOUT EDUCATIONAL INNOVATIONS. FINDINGS SHOWED THAT MOST TEACHERS SEE ACCEPTANCE OF A SPECIFIC CHANGE AS SOMETHING CONTINGENT CHIEFLY UPON THE RELEVANT POLICIES OF THEIR ADMINISTRATION, AND TEND TO SEE THEIR OWN ROLE PRIMARILY AS THE ACT OF TEACHING, SUBJECT TO ADMINISTRATIVE CHANGE. FACTORS, OTHER THAN ADMINISTRATIVE AND ORGANIZATIONAL NORMS, WHICH APPEARED TO INFLUENCE THE TEACHERS' ATTITUDES TOWARD EDUCATIONAL INNOVATIONS WERE DISCUSSED. (JH)

ED 011 959

64

AA 000 078

A PROCEDURAL AND COST ANALYSIS STUDY OF MEDIA IN INSTRUCTIONAL SYSTEMS DEVELOPMENT, PARTS A AND B.

BY- BARSON, JOHN JONES, GARDNER, N.

MICHIGAN ST. UNIV., EAST LANSING

REPORT NUMBER BR-5-D990-PT-A-B

PUB DATE 1 SEP 65

REPORT NUMBER NDEA-VIIB-393-PT-A-B

CONTRACT OEC-3-16-030

EDRS PRICE MF-\$0.45 HC-\$11.16 279P.

DESCRIPTORS- *AUDIOVISUAL AIDS, *INSTRUCTIONAL INNOVATION, *INSTRUCTIONAL TECHNOLOGY, *MEDIA RESEARCH, *OPERATIONS RESEARCH, CLOSED CIRCUIT TELEVISION, COLLEGES, EAST LANSING, EDUCATIONAL FINANCE, EXPENDITURES, FACTOR ANALYSIS, GUIDELINES, HIGHER EDUCATION, INSTRUCTIONAL MATERIALS, MODELS, SYSTEMS APPROACH, UNIVERSITIES,

A TWO-PART STUDY WAS CONDUCTED TO IDENTIFY THE FACTORS WHICH CONTRIBUTE TO SUCCESSFUL MEDIA INNOVATION AND INSTRUCTIONAL DEVELOPMENT, AND TO ESTABLISH GUIDELINES TO SERVE OTHERS. IN PART A, THE OPERATION OF MEDIA SUPPORT AGENCIES AT MICHIGAN STATE UNIVERSITY AND THE DEVELOPMENT OF SELECTED COURSES OF STUDY EMPLOYING THE NEWER MEDIA WERE REVIEWED. A HYPOTHETICAL MODEL FOR MEDIA INNOVATION IN COLLEGE COURSES WAS ALSO CONSTRUCTED. IN ADDITION, THE MEANS BY WHICH DEVELOPMENT ACTIVITY COSTS MIGHT BE TRACED WERE STUDIED IN RELATION TO COST EXPERIENCES IN CLOSED-CIRCUIT TELEVISION. IN PART B, A COST ALLOCATION SCHEME SIMILAR TO THAT USED IN INDUSTRY FOR APPORTIONING SERVICE DEPARTMENT COSTS TO PRODUCTION DEPARTMENTS WAS DEVELOPED AND PROPOSED FOR INSTITUTIONS OF HIGHER LEARNING. (GD)

ED 011 960

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AA 000 079

PSYCHOLOGICAL AND EDUCATIONAL FACTORS IN TRANSFER OF TRAINING. QUARTERLY REPORTS 8 AND 9.

BY- STOLUROW, LAWRENCE M.

ILLINOIS UNIV., URBANA, BUR. OF EDUC. RESEARCH

REPORT NUMBER BR-5-D230-OR-8-9

PUB DATE 30 SEP 64

REPORT NUMBER NDEA-VIIA-C-1288-OR-8-9

EDRS PRICE MF-\$0.27 HC-\$7.04 176P.

DESCRIPTORS- *EDUCATIONAL PSYCHOLOGY, *EDUCATIONAL RESEARCH, *FACTOR ANALYSIS, *SYSTEMS APPROACH, *TRANSFER OF TRAINING, INSTRUCTIONAL MATERIALS, LOGIC, PERFORMANCE FACTORS, PSYCHOLOGICAL CHARACTERISTICS, URBANA, VERBAL LEARNING,

THIS CUMULATIVE REPORT DESCRIBES RESEARCH PREVIOUSLY PERFORMED ON TRANSFER AS A PSYCHOLOGICAL AND AS AN EDUCATIONAL PROCESS PLUS REPORTS OF NEW WORK. CHAPTER 1 OF THE REPORT DEALT WITH THE NATURE, HYPOTHESES, AND DEVELOPMENT OF THE PROJECT WHICH TAKES A SYSTEMS APPROACH TO THE ANALYSIS AND GUIDANCE OF THE LEARNING AND INSTRUCTIONAL CONDITIONS BY WHICH TRANSFER IS DETERMINED. CHAPTER 2 CONTAINED REPORTS OF SEVEN EXPERIMENTS ON TRANSFER EFFECTS OF DIFFERENT KINDS AND FORMS OF INFORMATION ENCODING. CHAPTER 3 REPORTED ON FIVE STUDIES CONCERNED WITH EFFECTS RELATED TO INSTRUCTIONAL VARIABLES AND TEST CONDITIONS IN LOGIC. TWO EXPERIMENTS ON THE USE OF A MODEL, ALONG WITH A GENERALIZED PREVIEW OF FACILITATING LEARNING AND RETENTION OF COMPLEX SCIENTIFIC MATERIALS, WERE PRESENTED IN CHAPTER 4. CHAPTER 5 REPORTED ON TWO EXPERIMENTS DEALING WITH TRANSFER EFFECTS IN VERBAL LEARNING. ATTACHED TO THE REPORT WAS A BIBLIOGRAPHY OF WORKS ABSTRACTED FOR THE PROJECT. (GD)

ED 011 961

08

AA 000 080

WORK INSTRUCTION PROGRAMS FOR THE FOOD SERVICE INDUSTRY.

BY- KONZ, STEPHAN A. MIDDLETON, RAYMONA

KANSAS STATE UNIV., MANHATTAN, AGR. AND APPL. SCI.

REPORT NUMBER BR-6-2159

PUB DATE APR 67

EDRS PRICE MF-\$0.09 HC-\$2.12 53P.

DESCRIPTORS- *AUDIOVISUAL AIDS, *FOOD SERVICE INDUSTRY, *JOB TRAINING, *PROGRAMED MATERIALS, *SERVICE OCCUPATIONS, EDUCATIONALLY DISADVANTAGED, EMPLOYMENT POTENTIAL, FOODS INSTRUCTION, INSTRUCTIONAL TECHNOLOGY, MANHATTAN, PROGRAMED INSTRUCTION,

A PROJECT WAS INITIATED TO DEVELOP EFFICIENT WORK METHODS FOR 100 COMMON TASKS IN THE FOOD SERVICE INDUSTRY AND

THEN TO PREPARE PROGRAMED LEARNING "PACKAGES" FOR EACH OF THESE TASKS FOR TRAINING POTENTIAL EMPLOYEES AND EMPLOYEES WITH LOWER LEVELS OF EDUCATION TO HOLD USEFUL JOBS. THE CONCEPT OF PROGRAMED LEARNING PACKAGES FOR FOOD SERVICING WAS DEMONSTRATED TO BE EFFECTIVE IN PRELIMINARY FIELD TRYOUTS. EACH PACKAGE CONSISTED OF A SET OF SLIDES, COMBINING PHOTOS AND CAPTIONS, THAT DEPICTED A SERIES OF PROGRAMED STEPS ORGANIZED TO TEACH A SINGLE FOOD PREPARATION TASK. AUDIO TAPES WERE INCLUDED IN THE ORIGINAL PLAN BUT WERE DISCARDED WHEN EXPERIMENTS SHOWED THEY CONTRIBUTED LITTLE TO TASK LEARNING. THE TASKS COVERED BY THE PROGRAMED SLIDES WERE DIPPED SALAD ASSEMBLY, CLEANING A MEAT SLICER, MAKING SALAD SANDWICHES, MAKING SLICED MEAT SANDWICHES, MAKING CHANGE, BREADING FOODS FOR DEEP-FAT FRYING, FROSTING A CAKE, CUTTING A CAKE, PORTIONING PUDDING, AND CUTTING A PIE. ONLY THESE 10 PROGRAMED LESSONS WERE COMPLETED WHEN THE PROJECT WAS CANCELLED BECAUSE OF A LACK OF FUNDS. THE COMPLETED PROGRAMED LESSONS WERE MADE AVAILABLE FOR PURCHASE THROUGH THE DEPARTMENT OF INSTITUTIONAL MANAGEMENT, KANSAS STATE UNIVERSITY. (JH)

ED 011 962

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AA DDD 081

A STUDY OF OLDER SIBLINGS OF CHILDREN IN A PRESCHOOL INTERVENTION PROJECT. FINAL REPORT.

BY- MILLER, JAMES O. AND OTHERS

GEORGE PEABODY COLL. FOR TEACHERS, NASHVILLE, TENN

REPORT NUMBER BR-6-1421-DARCEE-VOL-1-NO-2 PUB DATE OCT 66

CONTRACT OEC-6-10-193

EDRS PRICE MF-\$0.18 HC-\$2.80 TOP.

DESCRIPTORS- #CHILD DEVELOPMENT, #FAMILY RELATIONSHIP, #PRESCHOOL CHILDREN, #PRESCHOOL PROGRAMS, #SIBLINGS, ACADEMIC ACHIEVEMENT, COMPARATIVE ANALYSIS, DEMONSTRATION PROJECTS, EARLY EXPERIENCE, FAMILY ATTITUDES, MEASUREMENT INSTRUMENTS, NASHVILLE, PERSONAL ADJUSTMENT, SOCIAL ADJUSTMENT, TEACHER ATTITUDES,

THE EFFECTS OF A PRESCHOOL INTERVENTION PROJECT ON OLDER BROTHERS AND SISTERS OF THE EXPERIMENTAL SUBJECTS WERE INVESTIGATED. DURING THE INTERVENTION RESEARCH, CONCERN HAD BEEN EXPRESSED FOR POTENTIAL DETRIMENTAL EFFECTS ACCRUING TO THE OLDER SIBLINGS THROUGH INVIDIOUS COMPARISONS WHICH MIGHT BE MADE BY SCHOOL PERSONNEL AND PARENTS. OLDER SIBLINGS IN THE ADJACENT BIRTH ORDER, REMOVED NO FURTHER THAN 2 YEARS FROM THE EXPERIMENTAL CHILDREN, WERE SELECTED FOR STUDY. A NUMBER OF INSTRUMENTS WERE USED TO OBTAIN DATA RELATED TO BOTH THE EXPERIMENTAL CHILDREN AND THE OLDER SIBLINGS ON VARIABLES OF SCHOOL ACHIEVEMENT, PERSONAL ADEQUACY, CLASSROOM ADJUSTMENTS, AND FAMILY RELATIONS. IN THE ANALYSIS OF THE DATA GAINED, LITTLE EVIDENCE WAS FOUND TO SUPPORT THE ORIGINAL CONTENTION THAT OLDER SIBLINGS OF CHILDREN INCLUDED IN AN EXPERIMENTAL PRESCHOOL PROGRAM SUFFER ADVERSELY IN ACADEMIC ACHIEVEMENT, PERSONAL DEVELOPMENT, OR SOCIAL DEVELOPMENT BY SUPPOSED OR ACTUAL INVIDIOUS COMPARISONS. (JH)

ED 011 963

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AA DDD 082

THE EFFECTS OF THE EXAMINER AND THE TESTING SITUATION UPON THE PERFORMANCE OF CULTURALLY DEPRIVED CHILDREN. PHASE I--INTELLIGENCE AND LANGUAGE ABILITY TEST SCORES AS A FUNCTION OF THE RACE OF THE EXAMINER. FINAL REPORT.

BY- PHILLIPS, JUDITH

GEORGE PEABODY COLL. FOR TEACHERS, NASHVILLE, TENN

REPORT NUMBER BR-6-1421-DARCEE-VOL-1-NO-3 PUB DATE OCT 66
CONTRACT OEC-6-10-193
EDRS PRICE MF-\$0.09 HC-\$0.72 18P.

DESCRIPTORS- #LANGUAGE DEVELOPMENT, #RACIAL DIFFERENCES, #STUDENT TEACHER RELATIONSHIP, #TASK PERFORMANCE, #TESTING PROBLEMS, CHILD DEVELOPMENT, CULTURALLY DISADVANTAGED, DEMONSTRATION PROJECTS, EARLY EXPERIENCE, INTELLIGENCE TESTS, LANGUAGE TESTS, NASHVILLE, NEGRO STUDENTS, POST TESTING, RACE INFLUENCES, SEX DIFFERENCES,

POST-TEST INTELLIGENCE SCORES OF YOUNG NEGRO CHILDREN OBTAINED FOLLOWING A 6-MONTH LANGUAGE DEVELOPMENT PROJECT WERE COMPARED ACCORDING TO THE RACE AND SEX OF THE EXAMINER ADMINISTERING THE TEST. PRETEST SCORES OBTAINED PRIOR TO LANGUAGE DEVELOPMENT HAD INDICATED THAT NEGRO EXAMINERS PRODUCED SIGNIFICANTLY HIGHER STANFORD-BINET IQ SCORES THAN WHITE EXAMINERS. A SIMILAR, NONSIGNIFICANT DIFFERENCE HAD BEEN FOUND FOR SCORES ON THE ILLINOIS TEST OF PSYCHOLINGUISTIC ABILITIES (ITPA). IN THE PRESENT STUDY, NO DIFFERENCES ASSOCIATED WITH THE RACE AND SEX OF THE EXAMINER AND THE SEX OF THE CHILD WERE OBTAINED WITH 240 STANFORD-BINET POST-TEST SCORES. WHITE EXAMINERS PRODUCED SIGNIFICANTLY HIGHER SCORES THAN NEGRO EXAMINERS WITH 160 ITPA POST-TEST RESULTS. THE GREATEST DIFFERENCE BETWEEN NEGRO AND WHITE EXAMINERS OCCURRED ON THE ITPA VOCAL ENCODING SUBTEST, WHERE WHITES PRODUCED MORE SPONTANEOUS VOCALIZATION. SEX DIFFERENCES WERE MINIMAL AND INCONSISTENT WITHIN THE ITPA SUBTESTS. DIFFERENCES ASSOCIATED WITH THE RACE OF EXAMINER ON PRE- AND POST-TEST SCORES WERE DISCUSSED IN TERMS OF A COMPLEX INTERACTION (KATZ, 1964). THIS INTERACTION BETWEEN RACE OF EXAMINER AND TASK COMPLEXITY CAUSES NEGRO SUBJECTS TO PERFORM BETTER FOR NEGRO EXAMINERS ON COMPLEX TASKS DUE TO THE INTERFERING EFFECTS OF ANXIETY ASSOCIATED WITH WHITE EXAMINERS, EFFECTS WHICH MAY BE REVERSED IF A TASK IS MADE LESS COMPLEX OR THE ANXIETY ASSOCIATED WITH WHITE EXAMINERS IS REDUCED. (JH)

ED 011 964

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AA DDD 083

A NEW APPROACH TO CURRICULUM EVALUATION.

BY- ORTON, KENNETH D.

NEBRASKA UNIV., LINCOLN

REPORT NUMBER CRP-426

PUB DATE 66

REPORT NUMBER BR-5-8405

EDRS PRICE MF-\$0.27 HC-\$5.56 139P.

DESCRIPTORS- #COMPARATIVE ANALYSIS, #ENGLISH CURRICULUM, #ITEM ANALYSIS, #TEST CONSTRUCTION, #TEST SELECTION, GRADE 9, INSTRUCTIONAL INNOVATION, LINCOLN, TEST VALIDITY,

THE FEASIBILITY OF USING AN ITEM-ANALYSIS APPROACH FOR THE EVALUATION OF AN INNOVATIVE NINTH-GRADE CURRICULUM WAS EXPLORED. A POOL OF TEST ITEMS WAS DEVELOPED, FOR EACH OF THE THREE UNITS TO BE EVALUATED, BY EXAMINING ENGLISH TEXTBOOKS AND TEACHER'S GUIDES, AND BY WRITING ITEMS THAT REPRESENTED THE MAJOR OUTCOMES EXPECTED OF EACH OF THE UNITS--SATIRE, USES OF LANGUAGE, AND SYNTAX AND RHETORIC OF THE SENTENCE. ALL OF THE ITEMS IN THE POOL WERE ADMINISTERED TO EXPERIMENTAL AND CONTROL GROUPS, AND THE RESULTS COMPARED WITH RESULTS OF A CRITERION TEST (A FEW REPRESENTATIVE ITEMS GIVEN TO A REASONABLY LARGE SAMPLE OF STUDENTS). THE INVESTIGATOR CONCLUDED THAT THE ITEM POOL APPROACH MAY

PROVIDE MORE USEFUL INFORMATION FOR THE CURRICULUM BUILDER THAN THE CRITERION TEST APPROACH, AND SUGGESTED FURTHER REFINEMENTS TO MAKE THE POOL APPROACH MORE USEABLE AS A MAJOR MEANS OF CURRICULUM EVALUATION. ORIGINAL PLANS CALLED FOR AN ANALYSIS OF THE POOL TEST ITEMS TO BE MADE IN COMPARISON WITH RESULTS OBTAINED FROM A PUBLISHED ENGLISH TEST. THIS PLAN WAS DROPPED AFTER EVALUATION OF THE AVAILABLE TESTS. FEW TESTS WERE FOUND THAT COULD BE USED TO ASSESS THE OUTCOMES OF THE NEBRASKA ENGLISH PROGRAM. ITEMS SELECTED FOR THE CURRICULUM UNIT TESTS AND THE RESULTS OF THE EVALUATIONS OF THE PUBLISHED TESTS AND OF THE TEST ITEMS IN THE TEXTBOOKS ARE INCLUDED IN THE REPORT. (AL)

ED 011 965

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AA 000 084

HIGH SCHOOL PHYSICS BY TELEVISION--THE HOUSTON AREA PROJECT.
BY- STREVELL, WALLACE H.
HOUSTON UNIV., TEX., BUR. OF EDUC. RES. AND SER.
REPORT NUMBER NDEA-VIIA-306
EDRS PRICE MF-80.09 HC-\$1.60 4DP. PUB DATE SEP 60

DESCRIPTORS- #GROUPING (INSTRUCTIONAL PURPOSES),
#INSTRUCTIONAL TECHNOLOGY, #PHYSICS INSTRUCTION, #PROGRAM
EFFECTIVENESS, #TELEvised INSTRUCTION, CLASS ORGANIZATION,
CONVENTIONAL INSTRUCTION, HIGH SCHOOL STUDENTS, HOUSTON,
NEGRO STUDENTS, OPEN CIRCUIT TELEVISION,

THE EFFECTIVENESS OF TELEVISION TEACHING WAS INVESTIGATED UNDER VARIED CONDITIONS OF SCHOOL ORGANIZATION SUCH AS URBAN-RURAL, SEGREGATED SCHOOLS, AND HOMOGENEOUS GROUPING. ADDITIONAL OBJECTIVES OF THE PROJECT WERE TO (1) INTRODUCE TEACHING BY OPEN-CIRCUIT TELEVISION AMONG INDEPENDENT SCHOOL DISTRICTS IN THE HOUSTON AREA, (2) DEVELOP PRACTICAL WORKING RELATIONSHIPS BETWEEN THE TELEVISION STATION OF THE UNIVERSITY OF HOUSTON (KUNT) AND THE PUBLIC SCHOOL SYSTEMS, (3) INVESTIGATE TEAM TEACHING AND IMPROVEMENT OF TEAM TEACHING, AND (4) IMPROVE THE QUALITY OF INSTRUCTION OF HIGH SCHOOL PHYSICS. THE SUBJECT OF HIGH SCHOOL PHYSICS WAS CHOSEN BECAUSE OF ITS POTENTIAL FOR DEMONSTRATION TEACHING AND BECAUSE OF CURRICULUM NEEDS. THE TEST RESULTS INDICATED THAT TELEVISION-TAUGHT HIGH SCHOOL CLASSES ACHIEVED EQUALLY AS WELL AS THE TRADITIONALLY TAUGHT CONTROL CLASSES. THERE WAS ALSO EVIDENCE THAT HOMOGENEOUS CLASSES WERE MORE EFFECTIVE THAN HETEROGENEOUS CLASSES WITH TELEVISION TEACHING. IN ADDITION, THE RURAL HIGH SCHOOL CLASSES AND THE NEGRO HIGH SCHOOL CLASSES MADE SATISFACTORY GAINS WITH TELEVISION TEACHING. INCLUDED IN THE REPORT WERE DISCUSSIONS OF THE ADMINISTRATION OF TELEvised INSTRUCTION IN RELATION TO INDEPENDENT SCHOOL DISTRICTS, AND THE ROLE OF THE TEAM TEACHER AND HIS CLASSROOM TECHNIQUE. (6D)

ED 011 966

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AA 000 085

A SENIOR HIGH CURRICULUM IN ENGLISH FOR ABLE COLLEGE-BOUND STUDENTS. VOLUME 5, SUMMARY REPORT.
BY- STEINBERG, ERWIN R. AND OTHERS
CARNEGIE INST. OF TECH., PITTSBURGH, PA.
REPORT NUMBER CRP-N-015
EDRS PRICE MF-80.18 HC-\$4.44 111P. PUB DATE 65

DESCRIPTORS- #COMPARATIVE ANALYSIS, #CURRICULUM DEVELOPMENT,
#CURRICULUM EVALUATION, #ENGLISH CURRICULUM, #ENGLISH
INSTRUCTION, #EXPERIMENTAL CURRICULUM, COLLEGE PREPARATION,
LESSON PLANS, PITTSBURGH, SENIOR HIGH SCHOOLS, TESTS OF

SIGNIFICANCE,

STUDENT PERFORMANCE IN A SENIOR HIGH SCHOOL, SEQUENTIAL, CUMULATIVE CURRICULUM IN ENGLISH FOR COLLEGE-BOUND STUDENTS WAS COMPARED WITH THE PERFORMANCE OF SIMILAR STUDENTS TAKING TRADITIONAL COURSES OF INSTRUCTION. THE STATISTICAL STUDY SOUGHT TO DETERMINE WHETHER OR NOT THERE WAS A VALID BASIS FOR FURTHER DEVELOPMENT OF THE NEW CURRICULUM AND WHAT FEATURES OF THE CURRICULUM REQUIRED REFINEMENT OR REVISION. A TOTAL OF 59 STATISTICAL TESTS OF SIGNIFICANCE WERE CONDUCTED TO COMPARE OUTCOMES FOR EXPERIMENTAL AND CONTROL STUDENTS ON VARIABLES RELATED TO THE OBJECTIVES OF THE NEW CURRICULUM. OF THE 59 TESTS, 12 YIELDED SIGNIFICANT RESULTS FAVORING THE NEW CURRICULUM. ONLY ONE OF THE ANALYSES, A STUDY OF A PREFERENCE OBJECTIVE, YIELDED A SIGNIFICANT OUTCOME IN FAVOR OF THE CONTROL CLASSES. IT WAS CONCLUDED THAT THE NEW PROGRAM IS IN MANY WAYS SUPERIOR TO THE PROGRAMS WITH WHICH IT WAS COMPARED. THE WEAKEST COMPONENT OF THE EXPERIMENTAL PROGRAM, JUDGED FROM THE STATISTICAL RESULTS, WAS THE COMPOSITION PROGRAM. NO EVIDENCE WAS FOUND THAT INDICATED THE NEW COURSES CONTRIBUTED MORE TO WRITING SKILLS THAN THE CONTROL COURSE DID. LESSON PLANS FOR THE 10TH, 11TH, AND 12TH GRADES WERE INCLUDED IN THIS SUMMARY REPORT. (6D)

ED 011 967

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AA 000 086

A COMPARISON OF THE COMMUTING AND NON-COMMUTING STUDENT.
BY- DRESSSEL, PAUL L. NISULA, EINAR S.
MICHIGAN ST. UNIV., EAST LANSING
REPORT NUMBER BR-5-8185
REPORT NUMBER CRP-5-073
EDRS PRICE MF-80.18 HC-\$3.20 80P. PUB DATE 66

DESCRIPTORS- #COCURRICULAR ACTIVITIES, #COLLEGE ROLE,
#COMMUTING STUDENTS, #EDUCATIONAL OBJECTIVES, #PERSONAL
INTERESTS, ACADEMIC ACHIEVEMENT, COLLEGE STUDENTS,
COMPARATIVE ANALYSIS, EAST LANSING, PERSISTENCE,
QUESTIONNAIRES, SOCIAL LIFE, SURVEYS,

AN EXPLORATORY SURVEY INVESTIGATED THE COLLEGE EXPERIENCES AMONG COMMUTING STUDENTS, ATTENDING THREE TYPES OF INSTITUTIONS TO COMPARE COLLEGE EXPERIENCES BETWEEN COMMUTING AND RESIDENT STUDENTS. STUDENTS SELECTED FOR STUDY WERE (1) 100 COMMUTERS FROM A LARGE, PRIMARILY RESIDENT UNIVERSITY, (2) 100 COMMUTERS FROM A COMMUNITY COLLEGE WITH NO RESIDENT STUDENTS, (3) 87 COMMUTERS FROM A MUNICIPAL UNIVERSITY ENROLLING A LARGE PERCENTAGE OF COMMUTERS, AND (4) 100 RESIDENT STUDENTS ENROLLED IN THE SAME UNIVERSITY AS THE FIRST GROUP. THE STUDY WAS LIMITED TO FIRST-TIME FRESHMEN WHO WERE UNDER AGE 21, SINGLE, CARRYING A STUDY PROGRAM OF 12 UNITS OR MORE, AND, IF COMMUTING, LIVING WITH PARENTS. ACROSS-GROUP MATCHINGS WERE MADE, AS FAR AS POSSIBLE, ON ESTABLISHED ABILITY LEVELS, DISTANCES OF RESIDENCE FROM COLLEGE, MAJOR CURRICULUM GROUPINGS, AND SEX. A SPECIAL QUESTIONNAIRE WAS USED TO GATHER DATA ON SUCH MATTERS AS ATTENDANCE AT CULTURAL EVENTS, EDUCATIONAL GOALS, MEMBERSHIP AND PARTICIPATION IN STUDENT GROUPS AND ACTIVITIES, FRIENDSHIP AND DATING PATTERNS, HOURS OF WORK, INCOME, AND EXPENDITURES. DATA ON GRADES AND CREDITS WERE GATHERED FROM COLLEGE RECORDS. THE FINDINGS SHOWED SOME EVIDENCE THAT THE COMMUTING FRESHMEN, PARTICULARLY IF HE ATTENDS A LARGE RESIDENT INSTITUTION, MAY BE SLOW IN HIS SOCIAL CONTACT WITH OTHER STUDENTS. A LARGE MAJORITY OF THE COMMUTERS EXPRESSED

NO DISAPPOINTMENT IN COLLEGE, MAKING NO COMMENTS OR SUGGESTIONS WHEN INVITED TO DO SO. COMMUTING APPEARED TO HAVE NO EFFECT ON PERFORMANCE OR PERSISTENCE PATTERNS. (JH)

ED 011 968

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AA DDD D87

MELBOURNE HIGH SCHOOL PILOT STUDY.
BY- BESVINICK, SIDNEY L. CRITTENDEN, JOHN
MIAMI UNIV., CORAL GABLES, FLA.
REPORT NUMBER CRP-5-412
REPORT NUMBER BR-5-8349
EDRS PRICE MF-\$0.09 HC-\$1.76 44P.

PUB DATE 66

DESCRIPTORS- *CONTINUOUS PROGRESS PLAN, *HIGH SCHOOLS, *TRADITIONAL SCHOOLS, *UNGRADED SCHOOLS, ACADEMIC ABILITY, ACADEMIC ACHIEVEMENT, BELL SCHOOL INVENTORY, COMPARATIVE ANALYSIS, CORAL GABLES, MARYLAND SELF CONCEPT AS A LEARNER SCALE, MELBOURNE HIGH SCHOOL, PILOT PROJECTS, SELF CONCEPT, STUDENT ATTITUDES, STUDENT EVALUATION, WATSON GLASER CRITICAL THINKING APPRAISAL,

TO DETERMINE WHETHER THE GRADUATES OF MELBOURNE HIGH SCHOOL, IN BREVARD COUNTY, FLORIDA, WERE SUFFICIENTLY DIFFERENT FROM GRADUATES OF ANOTHER HIGH SCHOOL IN THE SAME DISTRICT TO WARRANT FURTHER RESEARCH, A PILOT STUDY WAS CONDUCTED. MELBOURNE HAS RECEIVED ACCLAIM FOR ITS NONGRADED, CONTINUOUS PROGRESS, INNOVATIVE CURRICULUM AND FOR THE NUMEROUS AWARDS WON BY ITS STUDENTS. THE STUDY SAMPLE WAS FORMED BY SORTING STUDENTS FROM THE GRADUATING CLASSES OF BOTH SCHOOLS INTO CLOSELY MATCHED PAIRS. ALL PAIRS WERE SUBDIVIDED INTO THREE ABILITY GROUPS. DATA FOR APTITUDE AND ACHIEVEMENT MEASURES WERE OBTAINED FROM THE RESULTS OF TWO STATEWIDE TESTING PROGRAMS, ADMINISTERED BY THE SCHOOLS TO NINTH- AND 12TH-GRADE STUDENTS RESPECTIVELY AS REQUIRED BY THE STATE. THE WATSON-GLASER CRITICAL THINKING APPRAISAL, THE MARYLAND SELF-CONCEPT AS A LEARNER SCALE, AND THE BELL SCHOOL INVENTORY WERE ADMINISTERED TO THE SAMPLE BY THE PROJECT STAFF. TEST RESULTS SHOWED (1) IN NO INSTANCE DID THE COMPARISON SCHOOL MATCHED STUDENTS DO BETTER THAN THE MELBOURNE STUDENTS ON SENIOR ACHIEVEMENT TESTS, (2) WHEN COMPARED BY ABILITY GROUPINGS (LOW, AVERAGE, AND HIGH) THERE WAS NO CLEAR SUPPORT FOR SUPERIORITY OF EITHER SCHOOL, AND (3) STATISTICALLY SIGNIFICANT DIFFERENCES ON THE CRITICAL THINKING TEST WERE FOUND IN ONLY THE AVERAGE ABILITY GROUP. ALTHOUGH MANY STUDENT DIFFERENCES FAVORED MELBOURNE AT ONLY A LOW LEVEL OF SIGNIFICANCE, THE INVESTIGATORS CONCLUDED THAT FURTHER STUDY WAS WARRANTED. (AL)

ED 011 969

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AA DDD D88

REVISING AND RE-EDITING A GUIDE FOR COMPARATIVE AND GENERAL LITERATURE.

BY- LAIRD, CHARLTON
NEVADA UNIV., RENO
REPORT NUMBER CRP-5-144
CONTRACT OEC-5-1-055
EDRS PRICE MF-\$0.09 HC-\$0.44 11P.

PUB DATE SEP 66

DESCRIPTORS- *ANNOTATED BIBLIOGRAPHIES, *EDUCATIONAL RESEARCH, *INTERDISCIPLINARY APPROACH, *LITERATURE, ARTHUR CHRISTY, COMPARATIVE ANALYSIS, LITERATURE GUIDES, RENO,

THIS REPORT DESCRIBED THE EDITORIAL WORK UNDERTAKEN TO BRING TO A PUBLISHABLE STATE A COOPERATIVE, CRITICAL

BIBLIOGRAPHY OF STUDIES ESSENTIAL TO THE BROAD STUDY OF LITERATURE AND ITS RELATIONSHIPS. THIS BIBLIOGRAPHY WAS STARTED ABOUT 1940 AND HAD ENGAGED THE EFFORTS OF MORE THAN 100 SCHOLARS AND EDITORS. SUPPORT WAS RECEIVED FROM THE ROCKEFELLER FOUNDATION, THE AMERICAN COUNCIL OF LEARNED SOCIETIES, THE AMERICAN LIBRARY ASSOCIATION, AND THE NATIONAL COUNCIL OF THE TEACHERS OF ENGLISH. THE ORIGINAL MANUSCRIPT BECAME OBSOLETE AFTER WORK WAS STOPPED IN 1952 DUE TO INSUFFICIENT SUPPORT TO MEET HIGHER-THAN-EXPECTED PUBLISHING COSTS. CURRENT RENOVATION OF THE MANUSCRIPT REQUIRED THE CONSULTATION OF MORE THAN 20,000 ADDITIONAL BOOKS AND PERIODICALS. ABOUT 3,000 ENTRIES WERE ELIMINATED AS OBSOLETE, AND AROUND 5,000 ENTRIES, MADE AVAILABLE BY RECENT SCHOLARSHIP, WERE INCORPORATED. MANY OF THE EARLIER ANNOTATIONS WITH SUBSIDIARY REFERENCES WERE REVISED. THE COMPLETED MANUSCRIPT WAS BEING READIED FOR PRINTING AT THE TIME OF REPORTING. THE INVESTIGATOR ANTICIPATED THAT THE GUIDE WOULD BECOME AN INDISPENSABLE TOOL IN RESEARCH AND WOULD POINT THE WAY TOWARD NEW RESEARCH IN COMPARATIVE LITERATURE AND CROSS-DISCIPLINARY AREAS. (JH)

ED 011 970

D8

AA DDD D89

FACTORS ASSOCIATED WITH THE COLLEGE ATTENDANCE OF YOUTH.

BY- HARP, JOHN MORTON, MILDRED
CORNELL UNIV., ITHACA, N.Y.
REPORT NUMBER HR-348
REPORT NUMBER BR-5-0146
CONTRACT OEC-6-85-074
EDRS PRICE MF-\$0.18 HC-\$3.00 75P.

PUB DATE SEP 66

DESCRIPTORS- *ASPIRATION, *COLLEGE ATTENDANCE, *ENVIRONMENTAL INFLUENCES, *FAMILY INFLUENCE, *SEX DIFFERENCES, DEPRESSED AREAS (GEOGRAPHIC), DISADVANTAGED ENVIRONMENT, HIGH SCHOOL ROLE, ITHACA, LONGITUDINAL STUDIES, OCCUPATIONAL CHOICE, SECONDARY SCHOOL STUDENTS, STUDENT MOTIVATION,

THE EFFECTS OF A NUMBER OF INDEPENDENT VARIABLES ON COLLEGE ATTENDANCE RATE WERE STUDIED, USING A SAMPLE (590) OF MALE AND FEMALE HIGH SCHOOL GRADUATES FROM A RELATIVELY UNDERDEVELOPED REGION. THE VARIABLES INVESTIGATED WERE SOCIAL CLASS, SIZE OF HIGH SCHOOL, EDUCATION OF FATHER, EDUCATION OF MOTHER, NUMBER OF SIBLINGS, SEX, MARITAL STATUS, RESIDENTIAL BACKGROUND, MENTAL APTITUDE, EDUCATIONAL ASPIRATION, VOCATIONAL ASPIRATION, AND HIGH SCHOOL CURRICULUM. A SOCIAL-ENVIRONMENT VARIABLE DEALT WITH THE PROPORTION OF PROFESSIONAL OCCUPATIONS IN THE TOWNSHIPS WHERE THE SUBJECTS GRADUATED FROM HIGH SCHOOL. EVALUATIVE DATA WERE GATHERED ON THE SAMPLE WHILE IN HIGH SCHOOL AND 3 YEARS AFTER GRADUATION TO DETERMINE MIGRATION PATTERNS AND OCCUPATIONAL STATUS. AN INITIAL FINDING, REVEALING THAT A HIGHER PROPORTION OF GIRLS THAN BOYS ASPIRED TO A COLLEGE EDUCATION, LED TO THE USE OF SEX AS A CONTROL VARIABLE. ALL INDEPENDENT VARIABLES WERE FOUND TO BE RELATED TO COLLEGE ATTENDANCE. RELATIVE IMPORTANCE OF EACH OF THE VARIABLES, HOWEVER, WAS DIFFERENT BETWEEN BOYS AND GIRLS. AN ANALYSIS, CONTROLLING FOR SEX AND EDUCATIONAL ASPIRATIONS, INDICATED A SIGNIFICANT DIFFERENCE IN COLLEGE ATTENDANCE RATES FOR TWO TOWNSHIP ENVIRONMENTS CHARACTERIZED AS HIGH AND LOW IN PROFESSIONAL OCCUPATIONS. THE RESULTS SUGGESTED THAT PROGRAMS CONCERNED WITH ENCOURAGING STUDENTS TO ATTEND COLLEGE SHOULD TAKE INTO ACCOUNT THE DIFFERENT PATTERNS OF INFLUENCE FOR BOYS AND GIRLS. (JH)

ED 011 971

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AA 000 090

PRELIMINARY INVESTIGATION OF COMMUNICATION-LINKED TECHNIQUES FOR OFF-CAMPUS TEACHING OF VOCATIONAL AND TECHNICAL SUBJECTS. BY- SHELLEY, E.F. AND OTHERS
NEW YORK INST. OF TECHNOLOGY INC., N.Y.
REPORT NUMBER BR-6-8254
GRANT OEG-1-6-08254-0819
EDRS PRICE MF-\$0.27 HC-\$6.04 151P.

DESCRIPTORS- #EDUCATIONAL TRENDS, #ELECTRONIC CLASSROOMS, #INTERCOMMUNICATION, #OFF CAMPUS FACILITIES, #VOCATIONAL EDUCATION, CATALOGS, EDUCATIONAL PLANNING, EDUCATIONAL RESOURCES, INSTRUCTIONAL INNOVATION, NEW YORK CITY, QUESTIONNAIRES, RESEARCH METHODOLOGY, SURVEYS, SYSTEMS APPROACH,

A DEVELOPMENTAL PLAN WAS ORGANIZED AND PRESENTED FOR A COMPREHENSIVE STUDY OF ALL ASPECTS OF TECHNICAL INNOVATIONS WHICH COULD CONSTITUTE A COMMUNICATION-LINKED SYSTEM FOR OFF-CAMPUS VOCATIONAL AND TECHNICAL EDUCATION. A PRELIMINARY LITERATURE SURVEY REVEALED SEVERAL GENERIC ELEMENTS, BOTH TANGIBLE AND INTANGIBLE, WHICH CONSTITUTE A COMMUNICATION-LINKED CLASSROOM SYSTEM. THE REPORT DESCRIBED A HYPOTHETICAL EXAMPLE OF THE COMMUNICATION-LINKED, CLASSROOM-SYSTEM CONCEPT FOR USE AS A TENTATIVE PLANNING MODEL. OTHER SIGNIFICANT ITEMS PRESENTED IN THE REPORT WERE (1) A BIBLIOGRAPHY OF THE BOOKS AND ARTICLES REVIEWED DURING THE PRELIMINARY SURVEY, AND (2) A DESCRIPTIVE LISTING OF SOME OF THE ESTABLISHED, COMMUNICATION-LINKED, INSTRUCTIONAL SYSTEMS WORTHY OF STUDY DURING A RECOMMENDED, COMPREHENSIVE SURVEY. THE PROCEDURE FOR SUCH A SURVEY WAS EVOLVED, CENTERING ON A QUESTIONNAIRE THAT WAS DESIGNED TO ELICIT IN DETAIL THE DESCRIPTION, PURPOSE, COST FACTORS, RESEARCH ASPECTS, AND PERSONNEL SPECIFICATIONS OF EACH SYSTEM TO BE STUDIED. DEVELOPMENT OF A CATALOG OF SYSTEM CHARACTERISTICS FOR INSTITUTIONAL USE WAS SUGGESTED. A SAMPLE ENTRY FOR SUCH A CATALOG INCLUDED SUCH CHARACTERISTICS AS THE HOME INSTITUTION, FORM OF CURRICULUM, COMMUNICATION VEHICLE, NUMBERS OF STUDENTS INVOLVED, SUCCESS ACHIEVED, ABILITY FOR SYSTEM REPLICATION, AND PARTICULAR ECONOMIC ADVANTAGES. (JH)

ED 011 972

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AA 000 091

THE DEVELOPMENT AND TESTING OF INSTRUMENTS AND PROCEDURES FOR A STUDY OF STUDENT SELECTION PRACTICES IN TECHNICAL EDUCATION PROGRAMS. BY- ARMSTRONG, CHARLES H. WHITNEY, GEORGE S.
AMERICAN TECHNICAL EDUC. ASSN. INC., DELMAR, N.Y.
REPORT NUMBER BR-6-8255
GRANT OEG-1-6-068255-0507
EDRS PRICE MF-\$0.09 HC-\$1.98 49P.

DESCRIPTORS- #CURRICULUM PLANNING, #EVALUATION TECHNIQUES, #MEASUREMENT INSTRUMENTS, #SELECTION, #TECHNICAL EDUCATION, COMPARATIVE ANALYSIS, DELMAR, DROPOUT CHARACTERISTICS, INTERVIEWS, STUDENT NEEDS,

TENTATIVE DATA COLLECTION PROCEDURES, DATA COLLECTION INSTRUMENTS, AND APPROPRIATE INTERVIEW FORMS THAT HAD BEEN DEVELOPED FOR USE IN A LATER SURVEY OF POST-SECONDARY TECHNICAL INSTITUTIONS WERE TRIED OUT IN FIVE REPRESENTATIVE SCHOOLS. THE FOLLOWUP STUDY WAS PLANNED TO BE A LARGE-SCALE INVESTIGATION OF STUDENT-SELECTION PRACTICES, ADMISSION

POLICIES, AND FOLLOWUP ACTIVITIES OF APPROXIMATELY 40 SELECTED INSTITUTIONS. FROM THE DATA COLLECTED, THE INVESTIGATORS PLANNED TO IDENTIFY CURRENT PRACTICES THAT WERE EFFECTIVE IN INSURING THAT ALL PROSPECTIVE TECHNICAL EDUCATION STUDENTS WOULD BE EDUCATED TO THE MAXIMUM OF THEIR ABILITY. TO TEST THE ADEQUACY OF THE TENTATIVE INSTRUMENTS FOR DRAWING THE KINDS OF CONCLUSIONS DESIRED, CAREFUL RECORDS WERE COMPILED REGARDING THE EFFECTIVENESS OF THE PROCEDURES AND OF THE INDIVIDUAL ITEMS OF EACH INSTRUMENT, AND A REPORT WAS WRITTEN ON THE HYPOTHESIS THAT THE DATA GATHERED IN THE PILOT STUDY WAS INDICATIVE OF GENERAL CONDITIONS. THE FINDINGS OF THE PILOT STUDY AND THE TENTATIVE CONCLUSIONS DRAWN WERE INCLUDED IN THIS REPORT. THE TENTATIVE CONCLUSIONS WILL BE TREATED AS HYPOTHESES TO BE TESTED IN THE LARGER STUDY. THE PROCEDURES AND INSTRUMENTS WERE REVISED FOR USE IN THE FOLLOWUP STUDY ON THE BASIS OF THE EXPERIENCE GAINED IN THE PILOT STUDY. (AL)

ED 011 973

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AA 000 092

AN EIGHT WEEK SUMMER INSTITUTE TRAINING PROGRAM TO TRAIN INSTRUCTORS OF INSTRUMENTATION TECHNOLOGY. BY- MCKEE, DELBERT A.
STATE UNIV. OF N.Y., MORRISVILLE, AC. AND TECH. COLL.
REPORT NUMBER BR-6-2211
GRANT OEG-1-6-062211-0729
EDRS PRICE MF-\$0.09 HC-\$0.52 13P.

DESCRIPTORS- #INSTITUTE TYPE COURSES, #INSTRUMENTATION, #SUMMER WORKSHOPS, #TECHNICAL EDUCATION, #TECHNOLOGICAL ADVANCEMENT, CURRICULUM GUIDES, ELECTRONIC EQUIPMENT, FIELD TRIPS, MEASUREMENT INSTRUMENTS, MORRISVILLE, SEMINARS,

A SUMMER INSTITUTE IN INSTRUMENTATION TECHNOLOGY WAS HELD TO PROVIDE TEACHERS WITH CURRENT KNOWLEDGE ON AUTOMATIC, PROCESS-CONTROL INSTRUMENTATION. A PREVIOUSLY DEVELOPED GUIDE FOR A 2-YEAR, POST-HIGH SCHOOL CURRICULUM PROVIDED THE BASIS FOR INSTRUCTION AND DISCUSSION DURING THE INSTITUTE. THREE COURSES IN MEASUREMENT AND INSTRUMENT SHOP PRACTICES, CIRCUITS AND ELECTRICAL PHYSICS, AND MATHEMATICS AND MECHANICAL PHYSICS WERE TAUGHT. THE COURSE WORK CONSISTED OF LECTURE, RECITATION, AND LABORATORY SESSIONS. SIX SPECIALISTS CONDUCTED SPECIAL SEMINARS, AND FOUR FIELD TRIPS WERE UNDERTAKEN. IN SPITE OF THE VARIED BACKGROUNDS OF THE PARTICIPANTS AND SOME PROBLEMS OF SCHEDULING, MOST FELT THAT THE PROGRAM WAS QUITE SUCCESSFUL. (6D)

ED 011 974

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AA 000 093

THE ARTS OF LANGUAGE, NEEDED CURRICULA AND CURRICULUM DEVELOPMENT FOR INSTITUTES IN THE ENGLISH LANGUAGE. BY- OLSON, PAUL A.
NEBRASKA UNIV., LINCOLN
REPORT NUMBER BR-6-1764
CONTRACT OEC-3-6-061764-0568
EDRS PRICE MF-\$0.09 HC-\$1.36 34P.

DESCRIPTORS- #CONFERENCES, #INSERVICE TEACHER EDUCATION, #INSTITUTES (TRAINING PROGRAMS), #LANGUAGE, #LANGUAGE ARTS, COMPOSITION (LITERARY), LANGUAGE INSTRUCTION, LANGUAGE PATTERNS, LINCOLN, LITERATURE, READING, SPEECH,

A CONFERENCE WAS HELD TO PRODUCE A DESCRIPTION OF NEEDED RESEARCH IN THE AREA OF THE INSERVICE RETRAINING OF ELEMENTARY SCHOOL TEACHERS IN THE ALLIED AREAS OF LANGUAGE, LITERATURE, COMPOSITION, SPEECH, AND READING. FIVE POSITION PAPERS ON EACH AREA WERE READ ON THE 1ST DAY, AND THE LAST 2 DAYS OF THE CONFERENCE WERE SPENT DEVELOPING COMMITTEE MODIFICATIONS AND EXTENSIONS OF THE POSITION PAPERS. INCLUDED IN THIS REPORT ARE THE FIVE POSITION PAPERS, THE FIVE COMMITTEE REPORTS, AND AN ADDITIONAL REPORT ON THE SPECIAL PROBLEMS OF ENGLISH LANGUAGE ARTS INSTITUTES DIRECTED TO TEACHERS OF THE CULTURALLY DEPRIVED. IT WAS GENERALLY AGREED THAT INSTITUTES ON THE RETRAINING OF TEACHERS IN LANGUAGE, LANGUAGE TRAINING, AND LINGUISTIC USAGES SHOULD INCLUDE BOTH SCHOLARS AND EDUCATORS. (GD)

ED 011 975

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AA DOD 094

CHILDREN'S READING--SYNTACTIC STRUCTURE AND COMPREHENSION DIFFICULTY. FINAL REPORT.

BY- NURSS, JOANNE R.

COLUMBIA UNIV., NEW YORK, TEACHERS COLLEGE

REPORT NUMBER BR-6-8331

PUB DATE DEC 66

GRANT OEG-1-6-068331-1643

EDRS PRICE MF-\$0.09 HC-\$0.80 2DP.

DESCRIPTORS- #LISTENING, #PICTORIAL STIMULI, #READING COMPREHENSION, #READING DIFFICULTY, #SYNTAX, CHILD DEVELOPMENT, GRADE 2, NEW YORK CITY, PRIMARY EDUCATION, VOCABULARY,

THE CONCERN OF THIS STUDY WAS THE EFFECT OF SENTENCES OF VARYING STRUCTURAL COMPLEXITY ON PRIMARY GRADE CHILDREN'S ORAL READING, SILENT READING, AND LISTENING COMPREHENSION. THE AUTHOR PREPARED 36 ONE-SENTENCE "STORIES" WHICH VARIED IN STRUCTURAL COMPLEXITY AS ASSESSED BY THE DEPTH HYPOTHESIS OF STRUCTURAL DEPTH (YNGVE, 1960), SECTOR ANALYSIS OF STRUCTURAL DEPTH (ALLEN, 1964), AND TRADITIONAL STRUCTURAL ORGANIZATION. ONE-HALF OF THE SENTENCES REPRESENTED DIFFERENT DEGREES OF STRUCTURAL DEPTH, AND THE OTHER HALF, DIFFERENT TYPES OF STRUCTURAL ORGANIZATION. THE STRUCTURAL ORGANIZATION SENTENCES WERE RANKED AS COMPLEX, COMPOUND, AND SIMPLE AS DEFINED BY TRADITIONAL GRAMMAR. ALL SENTENCES WERE DESIGNED WITH THE SAME INTEREST AND DIFFICULTY LEVEL AND WERE APPROXIMATELY THE SAME LENGTH. THE SUBJECTS WERE 144 SECOND-GRADE CHILDREN, EITHER SCREENED BY A VOCABULARY TEST OR SELECTED WITHOUT THE TEST. THE SENTENCE "STORIES" WERE EXPERIMENTALLY ROTATED OVER THE THREE TASKS OF ORAL READING, SILENT READING, AND LISTENING COMPREHENSION. COMPREHENSION OF EACH SENTENCE WAS MEASURED BY A PICTURE-COMPREHENSION TEST AND AN EVALUATION OF ORAL-READING SCORES. THE HYPOTHESIS THAT SENTENCES OF GREATER STRUCTURAL DEPTH WOULD BE MORE DIFFICULT FOR CHILDREN TO READ WAS PARTIALLY SUPPORTED BY THE ORAL-READING ERROR DATA, BUT NOT BY THE PICTURE-COMPREHENSION DATA. THE HYPOTHESIS THAT SENTENCES OF MORE COMPLEX STRUCTURAL ORGANIZATION WOULD BE MORE DIFFICULT TO READ WAS NOT SUPPORTED BY EITHER MEASURE. (JH)

ED 011 976

09

AA DOD 095

A GUIDANCE PROJECT TO INVESTIGATE CHARACTERISTICS, BACKGROUND, AND JOB EXPERIENCES OF SUCCESSFUL AND UNSUCCESSFUL ENTRY WORKERS IN THREE SELECTED INDUSTRIES. FINAL REPORT.

BY- GORMAN, ROBERT E.

MONTANA UNIV., MISSOULA

REPORT NUMBER BR-6-2147

PUB DATE 30 SEP 66

MONTANA STATE DEPT. OF PUBLIC INSTRUCTION, HELENA

GRANT OEG-4-6-062147-1932

EDRS PRICE MF-\$0.09 HC-\$2.28

57P.

DESCRIPTORS- #EMPLOYMENT PRACTICES, #FIELD INTERVIEWS, #JOB ANALYSIS, #VOCATIONAL COUNSELING, #WORK ATTITUDES, COUNSELORS, EMPLOYER EMPLOYEE RELATIONSHIP, EMPLOYMENT PROBLEMS, FIELD EXPERIENCE PROGRAMS, HELENA, MISSOULA, OCCUPATIONAL SURVEYS, PERSISTENCE, WORK EXPERIENCE,

FIFTEEN CERTIFIED SECONDARY SCHOOL COUNSELORS PARTICIPATED IN AN ON-THE-JOB INVESTIGATION OF THREE SELECTED INDUSTRIES IN MONTANA--MINING, LUMBERING, AND CONSTRUCTION. THE PURPOSES WERE TO (1) PROVIDE THE PARTICIPATING COUNSELORS WITH ON-THE-JOB KNOWLEDGE ESSENTIAL FOR ENGAGING IN MORE EFFECTIVE VOCATIONAL COUNSELING OF SECONDARY SCHOOL STUDENTS AND (2) PRESENT RECOMMENDATIONS FOR PERSONNEL MANAGEMENT IN THE COOPERATING INDUSTRIES FOR INCREASING THE CHANCES FOR SUCCESS AMONG ENTRY WORKERS. DURING A 1-WEEK ORIENTATION, THE COUNSELORS RECEIVED INSTRUCTION IN THE PARTICIPANT-OBSERVER METHODOLOGY OF INVESTIGATION AND IN THE CASE STUDY-INTERVIEW-FIELD DIARY PROCEDURE OF DATA COLLECTING, AND ATTENDED AN INDUSTRIAL MANAGEMENT SEMINAR AND A UNION SEMINAR (BOTH 1-DAY PROGRAMS). AFTER ORIENTATION, THE COUNSELORS WERE EMPLOYED FOR 7 WEEKS AS ENTRY WORKERS ON UNSKILLED AND SEMISKILLED JOBS IN MINING, LUMBERING, OR CONSTRUCTION. DRAWING UNION WAGES, THEY WORKED AS MINERS, MACHINISTS' HELPERS, AND LABORERS. THEY JOINED UNIONS AND ATTENDED UNION MEETINGS. THEY KEPT DAILY FIELD DIARIES OF OBSERVATIONS, EXPERIENCES, AND CONVERSATIONS, AND CONDUCTED CASE STUDIES WHERE POSSIBLE. COMPLETING THIS WORK PERIOD, THE COUNSELORS WERE BROUGHT TOGETHER FOR 1 WEEK TO ANALYZE THEIR FINDINGS. CHARACTERISTICS AND JOB EXPERIENCES OF BOTH SUCCESSFUL AND UNSUCCESSFUL ENTRY WORKERS WERE DESCRIBED, AND REASONS FOR THEIR SUCCESSSES OR FAILURES DELINEATED. RECOMMENDATIONS FOR VOCATIONAL COUNSELING PROGRAMS AND FOR FUTURE ON-THE-JOB INVESTIGATIONS WERE MADE. (JH)

ED 011 977

95

AA DOD 096

A STUDY OF THE EFFECTS OF EXPERIMENTAL PROGRAMS ON PUPIL ACHIEVEMENT OBSERVED DURING FIRST THREE YEARS OF THE PROJECT, SECONDARY MATHEMATICS EVALUATION PROJECT. INTERIM REPORT.

BY- ERICKSEN, GERALD L. RYAN, JAMES J.

MINNESOTA STATE DEPT. OF EDUCATION, ST. PAUL

REPORT NUMBER MNL-TR-66-4

PUB DATE NOV 66

EDRS PRICE MF-\$0.09 HC-\$2.00

50P.

DESCRIPTORS- #ACADEMIC ACHIEVEMENT, #CURRICULUM EVALUATION, #MATHEMATICS INSTRUCTION, #STUDENT ABILITY, #TEACHER EXPERIENCE, SECONDARY EDUCATION, ST. PAUL, TEACHER CHARACTERISTICS,

A REPORT IS GIVEN OF THE FIRST 3 YEARS OF A FIELD STUDY CONDUCTED TO DETERMINE THE EFFECTIVENESS OF SEVERAL PROTOTYPE, SECONDARY MATHEMATICS PROGRAMS THAT WERE PRODUCED BY DIFFERENT CURRICULUM DEVELOPMENT GROUPS. MATHEMATICS TEACHERS WHO HAD NO PREVIOUS EXPERIENCE WITH "MODERN" OR EXPERIMENTAL APPROACHES TO MATHEMATICS TAUGHT A SELECTED GRADE-LEVEL CLASS WITH CONVENTIONAL MATERIALS FOR 1 YEAR, AND IN THE FOLLOWING YEAR TAUGHT TWO CLASSES OF THE SAME GRADE

LEVEL, ONE WITH THE CONVENTIONAL METHODS, AND ONE WITH AN EXPERIMENTAL CURRICULUM SELECTED BY THE TEACHER FROM THOSE AVAILABLE. SOME TEACHERS TAUGHT A CONVENTIONAL CLASS AND AN EXPERIMENTAL CLASS USING THE SAME EXPERIMENTAL MATERIALS AT THE SAME GRADE LEVEL FOR A 20 YEAR. PUPILS WERE RANDOMLY ASSIGNED TO THE CLASSES. EFFECTIVENESS OF THE EXPERIMENTAL CURRICULUM WAS MEASURED BY A PRE- AND POST-TEST MEASURE GIVEN AT THE START AND END OF THE YEAR OF STUDY AND AGAIN AT THE START OF THE FOLLOWING YEAR AS A MEANS OF MEASURING RETENTION. RESULTS OF THE STUDY SHOWED THERE WERE FEW STATISTICALLY RELIABLE DIFFERENCES WITH RESPECT TO MATHEMATICS ACHIEVEMENT AND RETENTION BETWEEN STUDENTS INSTRUCTED WITH EACH OF THE EXPERIMENTAL PROGRAMS. SIGNIFICANT TEACHER DIFFERENCES OCCURRED FOR ALL CURRICULUMS. INITIAL PUPIL ABILITY WAS, BY FAR, THE MOST SIGNIFICANT FACTOR INVOLVED IN EITHER THE ACHIEVEMENT OR THE RETENTION STUDIES. (AL)

ED 011 978

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AA 000 097

PITTSBURGH TECHNICAL HEALTH TRAINING INSTITUTE DEMONSTRATION PROJECT. QUARTERLY REPORT, MARCH 15, 1967.
PITTSBURGH BOARD OF PUBLIC EDUCATION, PA.
REPORT NUMBER BR-6-2015
EDRS PRICE MF-\$0.27 HC-\$7.00 175P.

PUB DATE 15 MAR 67

DESCRIPTORS- *HEALTH SERVICES, *INSTRUCTIONAL IMPROVEMENT, *JOB ANALYSIS, *NURSES, *PARAMEDICAL OCCUPATIONS, *MANPOWER DEVELOPMENT, *MANPOWER UTILIZATION, *OCCUPATIONAL INFORMATION, PITTSBURGH, PITTSBURGH TECHNICAL HEALTH TRAINING INSTITUTE DEMONSTRATION PROJECT, STUDENT CHARACTERISTICS,

IN A PROJECT WHOSE GENERAL OBJECTIVE IS TO FILL AN URGENT NEED FOR MORE TRAINED PERSONNEL IN THE HEALTH SERVICE OCCUPATIONS, THE ACTIVITY DESCRIBED IN THIS INTERIM REPORT WAS CONCENTRATED PRIMARILY ON JOB ANALYSIS OF THE SURGICAL TECHNICIAN, PRACTICAL NURSE, AND NURSE AIDE PROGRAMS. SPECIAL ATTENTION WAS GIVEN TO GAINING RELEVANT INFORMATION ON STUDENT CHARACTERISTICS CONSIDERED IMPORTANT FOR INSTRUCTIONAL PURPOSES. CHECK LISTS WERE DESIGNED TO GET A MEASURE OF CRITICALITY OF TASKS FROM THE REGISTERED NURSE SUPERVISORS AND INFORMATION FROM THE WORKERS IN TERMS OF ACTUALITY AND FREQUENCY OF PERFORMANCE. A THIRD SECTION OF THE CHECKLIST, GIVEN ONLY TO SUPERVISORS, WAS A BEHAVIOR RATING SCALE ON WHICH RATINGS WERE MADE OF THE TECHNICAL SKILLS AND RELEVANT ATTITUDES OF THE WORKERS. THE PRELIMINARY ANALYSIS OF THESE DATA INDICATED THAT IN MOST INSTANCES THE SUPERVISORS AND THE JOB HOLDERS AGREED ON WHICH TASKS WERE ACCEPTABLE FUNCTIONS FOR THE SPECIFIED OCCUPATION. THE RESULTS ALSO SUGGESTED THAT PARAMEDICAL EDUCATION PROGRAMS SHOULD BE DESIGNED TO FIT TASKS PRESENTLY BEING PERFORMED. (60)

ED 011 979

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AA 000 098

A STUDY OF NON-INTELLECTUAL FACTORS IN SUPERIOR (AVERAGE AND SLOW) HIGH SCHOOL STUDENTS. THE CREATIVE INTELLECTUAL STYLE IN GIFTED ADOLESCENTS. MOTIVATION TO LEARN--ATTITUDES, INTERESTS AND VALUES.

BY- DREWS, ELIZABETH M.
MICHIGAN ST. UNIV., EAST LANSING
REPORT NUMBER BR-5-D460
CONTRACT OEC-SAE-9101
EDRS PRICE MF-\$0.27 HC-\$7.52 188P.

PUB DATE

64

DESCRIPTORS- *ENVIRONMENT, *GIFTED, *PERSONAL VALUES, *STUDENT ATTITUDES, *STUDENT INTERESTS, ABLE STUDENTS, EAST LANSING, GRADE 10, GRADE 11, GRADE 12, HIGH SCHOOL STUDENTS, INDIVIDUAL DIFFERENCES, PROFILE EVALUATION, SUPERIOR STUDENTS,

A FINAL REPORT WAS GIVEN OF A THREE-PART STUDY THAT WAS MADE TO DETERMINE DIFFERENCES IN THE ATTITUDES, INTERESTS, AND VALUES OF GIFTED HIGH SCHOOL STUDENTS IN RELATION TO THEIR TOTAL ENVIRONMENT. A RESEARCH DESIGN WAS DEVELOPED TO DELINEATE THE CHARACTERISTICS OF THESE GIFTED STUDENTS, ESPECIALLY THOSE CHARACTERISTICS WHICH DIFFERENTIATE THE THREE PROFILE TYPES OF CREATIVE INTELLECTUAL, STUDIOUS, AND SOCIAL LEADERS. SUPERIOR STUDENTS FROM THE 10TH, 11TH, AND 12TH GRADES WERE ASSIGNED TO ONE OF THE THREE PROFILE GROUPS ON THE BASIS OF SELF-CLASSIFICATION. COMPARATIVE ANALYSIS WAS PERFORMED THROUGHOUT THE STUDY BY DRAWING A CONTRAST BETWEEN TWO 11TH-GRADE GROUPS, ONE AVERAGE IN ABILITY AND THE OTHER SUPERIOR. FORMAL AND INFORMAL MEASURES WERE USED TO ACQUIRE THE RESULTS. IT WAS CONCLUDED THAT THE CREATIVE INTELLECTUALS SHOWED STRONG, SELF-DIRECTED INTEREST IN LEARNING AND A GREAT WILLINGNESS TO DEAL WITH BOTH THE SUBJECTIVE DATA OF THE SELF AND THE OBJECTIVE DATA OF THE LARGER WORLD. THE STUDIOUS, WHILE ALSO SHOWING A CONCERN FOR IDEAS AND A DESIRE TO LEARN, MAINLY CONFINED THEIR EFFORTS TO COMPLETING TEACHER-DIRECTED ASSIGNMENTS. THE SOCIAL LEADERS PREFERRED TO MAKE THEIR IMPACT FELT ON PEOPLE RATHER THAN IN THE REALM OF IDEAS. IT WAS FELT, THAT ON THE BASIS OF THESE FINDINGS, NEW GUIDELINES FOR EDUCATIONAL STRATEGIES SHOULD BE DEVELOPED TO TAKE INTO ACCOUNT DIFFERENCES AMONG THE GIFTED. A RELATED REPORT IS ED 003 182. (60)

ED 011 980

64

AA 000 099

TEACHER EDUCATION AND THE NEW MEDIA.
BY- SCHUELER, HERBERT LESSER, GERALD S.
REPORT NUMBER BR-5-1348
CONTRACT OEC-3-16-DD5
EDRS PRICE MF-\$0.27 HC-\$7.64 191P.

DESCRIPTORS- *EDUCATIONAL RESEARCH, *INSTRUCTIONAL TECHNOLOGY, *PROGRAM DESCRIPTIONS, *PROGRAM EFFECTIVENESS, *TEACHER EDUCATION, CAMBRIDGE, NEW YORK CITY, TEACHER CHARACTERISTICS, TEACHER PROGRAMS, TEACHER QUALIFICATIONS, TEACHER ROLE,

PROGRAMS OF TEACHER EDUCATION IN THE UNITED STATES WERE DESCRIBED, AND THE CONTRIBUTION OF NEW MEDIA TO THESE PROGRAMS WAS ANALYZED. VARIOUS FACETS OF A TEACHER'S FUNCTION WERE DISCUSSED IN TERMS OF DESIRED COMPETENCIES AND CHARACTERISTICS. THESE FACETS WERE THEN ASSESSED IN RELATION TO TEACHER EDUCATION PROGRAMS USING NEW MEDIA AS AN AID TO INSTRUCTION. THE FINDINGS INDICATE THAT EXPECTATIONS FOR NEW MEDIA IN TEACHER EDUCATION HAVE EITHER NOT BEEN VERIFIED THROUGH RESEARCH AND EXPERIMENTATION OR HAVE NOT YET HAD SUFFICIENT STUDY FOR PROPER CONCLUSIONS AND APPLICATIONS TO BE DRAWN. IT WAS ALSO NOTED THAT MOST FUNCTIONS OF NEW MEDIA WHICH ARE LARGELY OPERATIONAL IN CHARACTER AND THEREFORE CAPABLE OF THE GREATEST IMMEDIATE EFFECT ON THE PROCESS OF TEACHER EDUCATION REMAIN, FOR THE MOST PART, UNPROVED WITH REGARD TO EFFECTIVENESS FOR TEACHER TRAINING. (60)

ED 011 981

08

AA 000 100

ILLINOIS VOCATIONAL EDUCATION OCCUPATIONAL RESEARCH AND
DEVELOPMENT COORDINATING UNIT FINAL REPORT.

BY- BURGNER, V.E.

ILLINOIS STATE BOARD OF VOC. EDUC. AND REHABIL.

REPORT NUMBER BR-6-5030

PUB DATE

67

GRANT OEG-3-7-065030-2607

EDRS PRICE MF-\$0.18 HC-\$2.64 66P.

DESCRIPTORS- #EDUCATIONAL RESEARCH, #RESEARCH AND DEVELOPMENT
CENTERS, #RESEARCH COORDINATING UNITS, #RESEARCH
OPPORTUNITIES, #VOCATIONAL EDUCATION, CURRICULUM EVALUATION,
PROGRAM PLANNING, RESEARCH SPECIALISTS (EDUCATION),
SPRINGFIELD,

AN OCCUPATIONAL RESEARCH AND DEVELOPMENT UNIT WAS
CREATED TO PROVIDE ASSISTANCE IN A STATEWIDE PROGRAM OF
VOCATIONAL RESEARCH TO DEVELOP RESEARCH PERSONNEL, TO
EVALUATE EXPERIMENTAL CURRICULUM AND INSTRUCTIONAL
PROCEDURES, TO DEVELOP AN OVERVIEW OF SURVEY PROCEDURES
RELATED TO OCCUPATIONAL OPPORTUNITIES AND TRAINING NEEDS, TO
REFINE THE OPERATING PROCEDURES OF THE UNIT, AND TO PROVIDE
INFORMATIONAL AND EVALUATING SERVICES. DURING THE 20-MONTH
LIFE OF THE UNIT, RESEARCH PROJECTS WERE CONDUCTED IN THE
AREAS OF CURRICULUM NEEDS, OCCUPATIONAL AND TRAINING NEEDS,
EVALUATION OF EXPERIMENTAL AND PILOT PROGRAMS, AND JUNIOR
COLLEGE FEASIBILITY STUDIES. EXPERIMENTAL AND DEMONSTRATION
ACTIVITIES HAVE BEEN CONCENTRATED IN THE AREAS OF STUDENTS
WITH SPECIAL NEEDS, NEW PATTERNS OF COOPERATIVE EDUCATION,
CURRICULUM DESIGN, AND OCCUPATIONAL ORIENTATION. WORKSHOPS
AND CONFERENCES WERE HELD TO IDENTIFY NEEDED AREAS OF
ATTENTION AND TO IMPROVE THE RESEARCH COMPETENCIES OF LOCAL
ADMINISTRATORS, TEACHERS, VOCATIONAL DIRECTORS, AND
COUNSELORS. (G0)

ED 011 982

AC 000 018

RESIDENTIAL ADULT EDUCATION CENTRES IN CANADA, A DIRECTORY.
CANADIAN ASSN. FOR ADULT EDUCATION

PUB DATE

66

EDRS PRICE MF-\$0.09 HC-\$0.80 20P.

DESCRIPTORS- #ADULT EDUCATION PROGRAMS, #DIRECTORIES,
#RESIDENTIAL CENTERS, ADMINISTRATIVE PERSONNEL, CANADA,
RESIDENTIAL PROGRAMS, TORONTO,

CANADIAN RESIDENTIAL ADULT EDUCATION CENTERS ARE LISTED
BY PROVINCE, WITH INFORMATION GIVEN ON THE CENTER NAME,
ADDRESS, CONTACT OFFICE, SPONSORING ORGANIZATION, NUMBER
ACCOMMODATED, USER DAYS IN 1965, TYPES OF PROGRAMS OFFERED,
AND GENERAL COMMENTS. PROGRAMS TAILORED TO NEEDS CHARACTERIZE
CANADIAN CENTERS. IT IS EXPECTED THAT AS PROVINCIAL DIVISIONS
OF THE CANADIAN ASSOCIATION FOR ADULT EDUCATION DEVELOP,
STRONG RESIDENTIAL ADULT EDUCATION COMMITTEES WILL BE FORMED
TO PROVIDE WORKSHOPS AND CONSULTATIONS ON PROVINCIAL PROBLEMS
OF FINANCE, FACILITIES, METHODS, AND PROGRAM INVOLVEMENT. THE
DIRECTORY WILL BE REVISED AS ADDITIONAL DATA ARE COLLECTED.
THIS DOCUMENT IS ALSO AVAILABLE FROM THE CANADIAN ASSOCIATION
FOR ADULT EDUCATION, CORBETT HOUSE, 21/3 SULTAN STREET,
TORONTO 5, ONTARIO, FOR \$1.50. (AJ)

ED 011 983

AC 000 046

ADULT EDUCATION AND THE AUSTRALIAN UNIVERSITIES.

BY- BADGER, C. R.

PUB DATE

66

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS- #EDUCATIONAL RESPONSIBILITY, #GOVERNMENT ROLE,
#UNIVERSITIES, #UNIVERSITY EXTENSION, ADMINISTRATION, ADULT
EDUCATORS, AUSTRALIA, AUSTRALIAN ASSOCIATION OF ADULT
EDUCATION, EDUCATIONAL NEEDS, EDUCATIONAL PLANNING, FEDERAL
AID, INTERAGENCY COOPERATION, PROFESSIONAL TRAINING,
VOLUNTARY AGENCIES,

THIS ARTICLE SUPPORTS THE 1966 RECOMMENDATION OF THE
AUSTRALIAN UNIVERSITIES COMMISSION IN PROPOSING THAT FEDERAL
FUNDS SHOULD NOT BE GIVEN TO UNIVERSITIES FOR ADULT EDUCATION
PROGRAMS NOT SPECIFICALLY RELATED TO THE WORK OF THE
UNIVERSITY, OR NOT CONDUCTED AT THE PROPER ACADEMIC LEVEL.
UNIVERSITIES ARE URGED INSTEAD TO ENGAGE IN (1) CRITICAL
INVESTIGATION AND EVALUATION OF ADULT EDUCATION ACTIVITIES,
(2) RELEVANT EDUCATIONAL, MOTIVATIONAL, AND SOCIOLOGICAL
RESEARCH, AND (3) TRAINING OF HIGHLY QUALIFIED PROFESSIONAL
ADULT EDUCATORS. INAPPROPRIATENESS OF BROADLY INDISCRIMINATE
PROGRAMS UNDER PRESENT-DAY CONDITIONS, HOSTILITY OF
UNIVERSITY ADULT EDUCATION DEPARTMENTS TO NEW DEVELOPMENTS
AND WIDER COOPERATION, ABSENCE OF CRITICAL SELF-EVALUATION
AND OF DISCUSSION OF NEEDS IN THE FIELD, MARGINAL STATUS OF
DEPARTMENTS AND INSTRUCTORS, AND THE LACK OF HISTORICAL
RESEARCH AND PARTICIPATION STUDIES, ARE DISCUSSED.
SUGGESTIONS ARE OUTLINED FOR RESEARCH, PROFESSIONAL TRAINING,
STATE AND FEDERAL PARTICIPATION IN PLANNING AND FINANCING,
ALLOCATION OF RESPONSIBILITIES AMONG AGENCIES AND
ORGANIZATIONS, AND FULLER USE OF THE AUSTRALIAN ASSOCIATION
OF ADULT EDUCATION. THIS ARTICLE WAS PUBLISHED IN "ADULT
EDUCATION," VOLUME II, NUMBER 2, DECEMBER 1966, BY THE
COUNCIL OF ADULT EDUCATION, 256 FLINDERS STREET, MELBOURNE,
VICTORIA, AUSTRALIA. (LY)

ED 011 984

AC 000 050

ACTION FOR EMPLOYMENT, A DEMONSTRATION NEIGHBORHOOD MANPOWER
PROJECT. FINAL REPORT.

ACTION-HOUSING INC., PITTSBURGH, PA.

PUB DATE

FEB 66

EDRS PRICE MF-\$0.18 HC-\$3.24 81P.

DESCRIPTORS- #ADULT COUNSELING, #COUNSELOR TRAINING,
#DISADVANTAGED YOUTH, #VOCATIONAL COUNSELING, #VOLUNTEERS,
ACTION HOUSING, COMMUNITY ACTION, EMPLOYMENT OPPORTUNITIES,
EVALUATION, INTERAGENCY COOPERATION, MOTIVATION, NEIGHBORHOOD
CENTERS, PARTICIPANT CHARACTERISTICS, PITTSBURGH,
RECRUITMENT, SELECTION, UNEMPLOYED, VOLUNTEER TRAINING,

A 1-YEAR DEMONSTRATION PROJECT STUDIED A
NEIGHBORHOOD-BASED SYSTEM IN WHICH VOLUNTEER NEIGHBORHOOD
COUNSELORS HELPED UNEMPLOYED AND UNDEREMPLOYED YOUNG MEN
THROUGH A JOB TRAINING PROGRAM AND INTO EMPLOYMENT. A MID-WAY
REPORT CONCENTRATED ON RECRUITMENT AND TRAINING. THIS FINAL
REPORT CONCENTRATES ON THE ROLE OF THE VOLUNTEER AND ON THE
DEVELOPMENT OF A NEIGHBORHOOD SUPPORT SYSTEM FOR TRAINING AND
EMPLOYMENT. VOLUNTEERS HELPED THE PROFESSIONAL STAFF OF THE
NEIGHBORHOOD EMPLOYMENT CENTER RECRUIT AND INTERVIEW
TRAINEES; THEY COUNSELED THEM THROUGH THE TRAINING PERIOD AND

ASSISTED IN GETTING THEM JOBS. THE PROJECT SHOWED THAT INDIGENOUS, NONPROFESSIONAL NEIGHBORHOOD PEOPLE COULD BE TRAINED TO CARRY OUT SOME PROFESSIONAL EMPLOYMENT FUNCTIONS. WOMEN MADE THE BEST INTERVIEWERS, BUT WERE RELUCTANT TO MAKE HOME VISITS, WHILE MEN WERE MORE SUCCESSFUL AS COUNSELORS. CERTAIN CHARACTERISTICS SEEM TO MAKE FOR SUCCESS--SUCH AS MATURITY, MARRIAGE, A LONG TERM, STEADY JOB, AND PREVIOUS COMMUNITY VOLUNTEER WORK. REASONS FOR TRAINEES' STAYING IN THE TRAINING PROGRAM WERE COUNSELOR SUPPORT, MOTIVATION, EXCELLENT TEACHERS, TRAINING ALLOWANCE, AND NEIGHBORHOOD SUPPORT. REASONS FOR DROPPING OUT WERE DISLIKE OF SCHOOL SITUATION, LACK OF MOTIVATION, AND NO TRAINING ALLOWANCE. THIS DOCUMENT IS ALSO AVAILABLE FROM ACTION-HOUSING, INC., NUMBER TWO GATEWAY CENTER, PITTSBURGH, PENNSYLVANIA 15222. (EB)

ED 011 985

AC 000 053

TEST OF ADULT COLLEGE APTITUDE (TACA). MANUAL FOR ADMINISTRATION, SCORING AND INTERPRETATION.

BY- WIENTGE, KING H. DUBOIS, PHILIP H.
WASHINGTON UNIV., ST. LOUIS, UNIVERSITY COLL.

EDRS PRICE MF-80.09 HC-80.72 18P.

PUB DATE 66

DESCRIPTORS- #ACADEMIC ABILITY, #ADULT LEARNING, #APTITUDE TESTS, #TESTING, ACADEMIC APTITUDE, ADULT EDUCATION, MANUALS, RESEARCH, SAINT LOUIS, STATISTICAL DATA, TEST CONSTRUCTION, TEST OF ADULT COLLEGE APTITUDE (TACA), UNIVERSITY EXTENSION,

THIS PRELIMINARY MANUAL OUTLINES CONTENT, ADMINISTRATIVE AND SCORING PROCEDURES, ANTECEDENT RESEARCH, AND AVAILABLE NORM DATA FOR THE TEST OF ADULT COLLEGE APTITUDE (TACA). THE TACA, A COMBINED TEST AND ANSWER SHEET ADAPTED FOR VISUAL SCORING BY AN OPTICAL SCANNER, CONSISTS OF 22 ITEMS ON BIOGRAPHICAL DATA (AGE, SEX, OCCUPATION, FAMILY AND MARITAL STATUS, EDUCATION, CULTURAL, AND OTHER PURSUITS) AND 54 MULTIPLE-CHOICE VERBAL AND NUMERICAL ITEMS. PROCEDURES INCLUDE A 45-MINUTE TIME LIMIT, CALCULATION OF RAW SCORES (RIGHT ANSWERS AND PERSONAL DATA) AND PERCENTILE RANKS, AND (WHEREVER POSSIBLE) WELL-SUPERVISED LARGE GROUP TESTING SESSIONS. THE TEST WAS FORMULATED ON THE BASIS OF WASHINGTON UNIVERSITY RESEARCH RELATING BIOGRAPHICAL INFORMATION AND OBJECTIVE TEST DATA TO ACADEMIC SUCCESS AMONG EVENING DIVISION PARTICIPANTS. NORM DATA AVAILABLE FOR INTERPRETATION ARE BASED MAINLY ON STUDIES INVOLVING 149 PARTICIPANTS IN FRESHMAN ENGLISH AND 102 STUDENTS IN BUSINESS AND BEGINNING PSYCHOLOGY. FINDINGS SIGNIFICANTLY CORRELATED TACA SCORES WITH CLASS ACHIEVEMENT. THE DOCUMENT INCLUDES TWO FOOTNOTES, FOUR TABLES AND THE TEXT OF THE TEST. (LY)

ED 011 986

AC 000 063

HANDBOOK ON ADULT EDUCATION IN CALIFORNIA.
BY- DEGAEBLE, EUGENE AND OTHERS
CALIFORNIA STATE DEPT. OF EDUCATION, SACRAMENTO

EDRS PRICE MF-80.18 HC-83.76 94P.

PUB DATE 66

DESCRIPTORS- #ADMINISTRATIVE POLICY, #ADULT EDUCATION PROGRAMS, #PUBLIC SCHOOL ADULT EDUCATION, CALIFORNIA, EDUCATIONAL OPPORTUNITIES, FEDERAL AID, FEDERAL LEGISLATION, MANUALS, PROGRAM PLANNING, SACRAMENTO, STATE LEGISLATION, TEACHER EMPLOYMENT,

PUBLIC SCHOOL ADULT EDUCATION IN CALIFORNIA HAS DEVELOPED FROM A REMEDIAL AND ELEMENTARY PROGRAM TO ONE MEETING THE CONTINUING EDUCATIONAL NEEDS OF ADULTS. TO PROVIDE LEADERSHIP AND TO HELP SCHOOL ADMINISTRATORS SEEKING EXCELLENCE IN ADULT EDUCATION PROGRAMS, THE HANDBOOK HAS BEEN REVISED TO INCLUDE CHAPTERS ON FEDERAL AID, STANDARDS FOR PROGRAM PLANNING, ADMINISTRATION OF CLASSES ATTACHED TO DAY HIGH SCHOOLS OR JUNIOR COLLEGES, COURSE TITLES AND AREAS OF STUDY, REGULATIONS FOR PROGRAMS FOR PRISON INMATES, THE HANDICAPPED, HOSPITAL PATIENTS, AND COMMUNITY SERVICE, FINANCING ADULT EDUCATION, EMPLOYMENT OF TEACHERS, AND EVALUATION OF ADULT EDUCATION PROGRAMS. TABLES SHOW ENROLLMENTS BY SUBJECT FIELD AND TYPE OF SCHOOL. SECTIONS PERTINENT TO ADULT EDUCATION, SELECTED FROM THE EDUCATION CODE, THE HEALTH AND SAFETY CODE, AND THE CALIFORNIA ADMINISTRATIVE CODE, TITLE 5, EDUCATION, AND SELECTED REFERENCES ARE APPENDED. (AJ)

ED 011 987

AC 000 064

TYPES OF JOBS IN COMMUNITY DEVELOPMENTS; SUMMARY OF A REPORT OF A RECONNAISSANCE STUDY MADE UNDER THE AUSPICES OF THE DEPARTMENT OF COMMUNITY DEVELOPMENT, UNIVERSITY OF MISSOURI, 1965.

BY- DUNHAM, ARTHUR
MISSOURI UNIV., COLUMBIA

EDRS PRICE MF-80.09 HC-80.72 18P.

PUB DATE OCT 66

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS- #COMMUNITY DEVELOPMENT, #JOB ANALYSIS, #PERSONNEL, #PROFESSIONAL TRAINING, ADMINISTRATIVE PERSONNEL, ADULT EDUCATORS, COLUMBIA, CONSULTANTS, DEVELOPING NATIONS, INSTRUCTIONAL STAFF, MODELS, OCCUPATIONAL INFORMATION, QUALIFICATIONS, RESEARCH NEEDS, SPECIALISTS, STATISTICAL DATA, SURVEYS,

A STUDY WAS MADE OF (1) THE NATURE, VARIETY, AND NUMBER OF COMMUNITY DEVELOPMENT JOBS, (2) THE RELATION OF THE FINDINGS TO TRAINING, AND (3) THE POSSIBLE NEED FOR A MORE COMPREHENSIVE STUDY. A HYPOTHETICAL JOB CLASSIFICATION WAS DEVISED CONSISTING OF ADMINISTRATORS, SUPERVISORS, CONSULTANTS, FIELD REPRESENTATIVES, PROGRAM PLANNERS OR DIRECTORS, TEACHERS OR TRAINERS, RESEARCHERS, SUBJECT-MATTER SPECIALISTS, FRONT-LINE WORKERS, YOUTH WORKERS, AND WORKERS WITH WOMEN. QUESTIONNAIRE RESPONSES FROM 18 AGENCIES IN THE UNITED STATES AND ABROAD SUGGESTED REVISED SCHEMES--ADMINISTRATORS, SPECIALISTS (TEACHER/TRAINER, RESEARCHER, SUBJECT-MATTER SPECIALIST), AND FRONT LINE WORKERS (VILLAGE WORKERS, COMMUNITY CONSULTANTS, URBAN COMMUNITY WORKERS). MOST COMMUNITY DEVELOPMENT WORKERS COME FROM OTHER DISCIPLINES, PROFESSIONS, AND VOCATIONS, AND MUST HAVE SPECIAL TRAINING. THEY SHOULD BE SURVEYED CONCERNING EDUCATION, PREVIOUS WORK EXPERIENCE, RATED SKILLS, AND PRESENT RESPONSIBILITIES. AN INTERNATIONAL STUDY AND A MORE DETAILED UNITED STATES STUDY SHOULD BE MADE. THIS DOCUMENT WAS PUBLISHED BY THE BOARD OF CURATORS OF THE UNIVERSITY OF MISSOURI, COLUMBIA, MISSOURI 65201, 28 PAGES. (LY)

ED 011 988

AC 000 093

SCHOOL-TEACHERS AND THE EDUCATION OF ADULTS. MANUALS ON ADULT AND YOUTH EDUCATION, NUMBER 5.

BY- HELY, ARNOLD S. H.
UNESCO, PARIS (FRANCE)

EDRS PRICE MF-30.09 HC-32.00 50P. PUB DATE 66

DESCRIPTORS- *LITERACY EDUCATION, *NATIONAL PROGRAMS, *TEACHER EDUCATION, *TEACHER ROLE, DEVELOPING NATIONS, EDUCATIONAL PLANNING, FRANCE, PARIS, TEACHER EMPLOYMENT, VOLUNTEERS,

EXPERIENCES OF JORDAN, THAILAND, VIET-NAM, ECUADOR, UNITED ARAB REPUBLIC, PHILIPPINES, MADAGASCAR, ITALY, VENEZUELA, PERU, INDIA, GHANA, AND COLOMBIA IN THEIR RECENT EXPERIMENTS IN TRAINING AND EMPLOYMENT OF SCHOOL TEACHERS FOR ADULT LITERACY WORK AND COMMUNITY EDUCATION ARE ANALYZED TO ILLUSTRATE THE EFFECTIVENESS OF THEIR PROCEDURES. GENERALLY TWO METHODS WERE USED, BOTH POINTING TO THE NEED FOR INCREASED NUMBERS OF LITERACY AND ADULT EDUCATION SPECIALISTS--(1) USING EXISTING TEACHERS AND OTHER EXPERTS ON A VOLUNTARY, PART-TIME BASIS, AND (2) TRAINING SPECIAL ADULT EDUCATORS OR LITERACY EXPERTS WHO CONSTITUTE A SPECIAL SECTION OF THE TEACHING PROFESSION. WHILE PERSONS TRAINED IN THE TEACHING OF ADULTS ARE NEEDED, THE ROLE OF THE SCHOOL TEACHER SHOULD NOT BE UNDERESTIMATED FOR HE HAS THE EDUCATIONAL BACKGROUND AND TRAINING, AN ACCESS TO PARENTS THROUGH HIS CONTACT WITH CHILDREN, AND IS AWARE OF COMMUNITY NEEDS AND EAGER TO SOLVE THE EDUCATIONAL, ECONOMIC, HUMAN, AND SOCIAL PROBLEMS IN HIS ENVIRONMENT. (AJ)

ED 011 989 AC 000 147
READING BOOK, TWENTIETH ANNUAL SUMMER LABORATORIES IN HUMAN RELATIONS TRAINING.
NATIONAL TRAINING LABS., WASHINGTON, D.C.

EDRS PRICE MF-30.18 HC-34.00 122P. PUB DATE 66

DESCRIPTORS- *BEHAVIOR CHANGE, *INTERPERSONAL COMPETENCE, *LABORATORY TRAINING, *ORGANIZATIONAL CHANGE, *PERSONAL GROWTH, CHANGE AGENTS, CONFLICT, DISTRICT OF COLUMBIA, FEEDBACK, GROUP BEHAVIOR, INTERACTION, INTERPERSONAL RELATIONSHIP, LEADERSHIP STYLES, PSYCHOLOGICAL NEEDS, READING MATERIALS, SELF ACTUALIZATION, SENSITIVITY TRAINING, T GROUPS, TEACHING STYLES,

THESE PAPERS REPRESENT NOTES FOR THEORY SESSIONS PRESENTED AT VARIOUS TRAINING LABORATORIES AND ARE INTENDED AS HELPFUL TOOLS IN SUPPLEMENTING THEORY SESSIONS AND UNDERSTANDING VARIOUS LABORATORY EXPERIENCES. THE IDEAS AND CONCEPTS HAVE PROVED USEFUL IN NATIONAL TRAINING LABORATORIES OVER THE YEARS. CONDITIONS FOR LABORATORY LEARNING ARE SET FORTH. THE T GROUP, WHICH EMPLOYS INQUIRY, EXPLORATION, AND EXPERIMENTATION INTO ITS OWN ACTIVITIES TO IMPROVE UNDERSTANDING OF INDIVIDUAL AND GROUP BEHAVIOR, IS ANALYZED IN TERMS OF BASIC PSYCHOLOGICAL NEEDS AND INTERPERSONAL PROCESSES. EMOTIONAL PROBLEMS IN ORGANIZATIONS AND GROUPS ARE EXAMINED, TOGETHER WITH LEADERSHIP AND THE MANAGEMENT OF CONFLICT, INTERPERSONAL COMMUNICATION, DEFENSE MECHANISMS AND PERSONAL GROWTH, USEFUL CRITERIA FOR EVALUATING GROUP GROWTH, RELATIONSHIPS AND INTERACTION BETWEEN CLIENT AND CONSULTANT, PROCESSES OF SOCIAL INTERACTION AND CHANGE, AND STAGES IN PLANNING ORGANIZATIONAL CHANGE. SKILLS ARE INDICATED FOR STIMULATING CHANGE IN PERFORMANCE, ATTITUDES, AND UNDERSTANDINGS OF AN INDIVIDUAL, GROUP, ORGANIZATION, OR COMMUNITY. THE DOCUMENT NOTES PURPOSES AND PERSONNEL OF THE

*JOURNAL OF APPLIED BEHAVIORAL SCIENCE, LISTS NATIONAL TRAINING BOARD MEMBERS (MAY 1966), AND PROVIDES READING LISTS. (LV)

ED 011 990 AC 000 480
A SENSITIVITY TRAINING IMPACT MODEL--SOME FIRST (AND SECOND) THOUGHTS ON THE EVALUATION OF SENSITIVITY TRAINING.
EXPLORATIONS IN HUMAN RELATIONS TRAINING AND RESEARCH, NUMBER 3.
BY- MASSARIK, FRED
NATIONAL TRAINING LABS., WASHINGTON, D.C.

EDRS PRICE MF-30.09 HC-32.12 53P. PUB DATE 63

DESCRIPTORS- *MODELS, *PROGRAM EFFECTIVENESS, *RESEARCH METHODOLOGY, *SENSITIVITY TRAINING, ATTITUDES, BEHAVIOR CHANGE, CULTURAL ENVIRONMENT, DISTRICT OF COLUMBIA, EDUCATIONAL EXPERIENCE, EVALUATION TECHNIQUES, GROUP DYNAMICS, GROWTH PATTERNS, INTERACTION, INTERPERSONAL COMPETENCE, INTERPERSONAL RELATIONSHIP, PARTICIPANT CHARACTERISTICS, PERSONAL GROWTH, RESEARCH NEEDS, RESEARCH TOOLS, SELECTION, SELF CONCEPT, SENSITIVITY TRAINING IMPACT MODEL (STIM), TRAINING OBJECTIVES,

THE AUTHOR STATES THAT SENSITIVITY TRAINING HAS BECOME A WIDELY USED AND DISCUSSED TRAINING METHOD, BUT THERE HAS BEEN LITTLE UNITY IN RESEARCH APPROACH. THE PURPOSE OF THIS PAPER IS TO DEVELOP A COMPREHENSIVE FRAMEWORK THAT MAY ORDER EXISTING SENSITIVITY TRAINING RESEARCH AND GUIDE FUTURE RESEARCH EFFORTS, USING THE SENSITIVITY TRAINING IMPACT MODEL (STIM). THIS MODEL CONSIDERS THREE SETS OF HUMAN CHANGE THROUGH TIME--PRETRAINING, TRAINING, AND POST-TRAINING EXPERIENCE. STIM FOLLOWS THE INITIAL TOTAL POPULATION, PRESELECTING POTENTIAL PARTICIPANTS, THE SELECTION FUNNEL THROUGH WHICH SOME OF THEM MOVE BEFORE BECOMING READY TO TAKE PART IN THE PROGRAM, AND THE INTAKE PROCESS LEADING TO FINAL SELECTION. BOTH FOR TRAINEES AND TRAINERS, KEY PSYCHOLOGICAL AND SOCIAL VARIABLES TO BE CONSIDERED IN RESEARCH ARE CLASSIFIED IN TERMS OF AN INTERPERSONAL MATRIX AND AN INTRAPERSONAL MATRIX. MEASUREMENTS OF BOTH MATRIXES PROVIDE MEASURE OF TRAINING OUTCOME FOR INDIVIDUALS AND FOR LARGER SOCIAL ENTITIES, SUCH AS ORGANIZATIONAL, FAMILY, AND FRIENDSHIP RELATIONSHIP PATTERNS. A GRAPHIC VERSION OF STIM AND EXTENSIVE REFERENCES AND FOOTNOTES ARE INCLUDED. THIS DOCUMENT IS ALSO AVAILABLE FROM NATIONAL TRAINING LABORATORIES, 1201 SIXTEENTH STREET, N.W., WASHINGTON, D.C. 20036, FOR \$2.00. (9M)

ED 011 991 AC 000 496
TOWARDS A SOCIOLOGICAL THEORY FOR EXTENSION.
BY- TULLY, JOAN.

EDRS PRICE MF-30.09 HC-32.12 53P. PUB DATE 66

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS- *BEHAVIOR CHANGE, *DIFFUSION, *INNOVATION, *RURAL EXTENSION, ADOPTION (IDEAS), ATTITUDES, AUSTRALIA, BEHAVIOR PATTERNS, BELIEFS, CHANGING ATTITUDES, COMMUNICATION (THOUGHT TRANSFER), EVALUATION, FARMERS, GROUP BEHAVIOR, INFORMATION SOURCES, INTERACTION, INTERPERSONAL RELATIONSHIP, PARTICIPATION, QUEENSLAND, RESEARCH, RESEARCH REVIEWS (PUBLICATIONS), RURAL ENVIRONMENT, SOCIAL VALUES, SOCIOECONOMIC INFLUENCES,

AGRICULTURAL EXTENSION HAS LONG ASSUMED THAT IF FARMERS ARE GIVEN INFORMATION, SOME WILL USE IT, AND THAT IDEAS WILL DIFFUSE FROM INNOVATORS TO OTHER FARMERS. HOWEVER, RESEARCH FINDINGS INDICATE THAT ABOUT 16 PERCENT OF FARMING POPULATIONS USE THE INFORMATION PROVIDED AND THAT WIDESPREAD DIFFUSION MAY TAKE UP TO 10 YEARS. DIFFERING VALUES AND BELIEFS HELD BY EXTENSION AGENTS AND FARMERS MAY IMPEDE COMMUNICATION. WHILE THE AGENT MAY ACCEPT EVIDENCE, SUPPORTED BY EXPERIMENTAL DATA, CALLING FOR CERTAIN CORRECTIVE MEASURES, THE FARMERS MAY MISINTERPRET THE PROBLEM OR THE INFORMATION, AND REGARD THE NEW PRACTICE AS IRRELEVANT, UNFEASIBLE, OR INEFFECTIVE. MOREOVER, THE INFLUENCE OF REFERENCE GROUPS (FACE-TO-FACE GROUPS WITH THEIR OWN SYSTEMS AND NORMS AND SOCIAL SANCTIONS TO ENFORCE THEM) MAY IMPEDE BOTH DIFFUSION AND ADOPTION. RURAL GROUPS, WHETHER BASED ON NEIGHBORHOODS OR ON WIDER AREAS, TEND TO BE MEMBERSHIP REFERENCE GROUPS. THE WORK OF PARSONS AND BALES SUGGESTS THAT VALUES, BELIEFS, AND ATTITUDES ARE FORMED AND CHANGED WITHIN REFERENCE GROUPS, AND THAT CHANGE REQUIRES FACTUAL, EFFECTIVE COMMUNICATION AND INTERACTION AMONG THE MAJORITY OF MEMBERS. THE DOCUMENT INCLUDES 17 REFERENCES. THIS ARTICLE WAS PUBLISHED IN "HUMAN RELATIONS," VOLUME 19, NUMBER 4, 1966, PUBLISHED BY THE TAVISTOCK INSTITUTE OF HUMAN RELATIONS, LONDON, ENGLAND. (LY)

ED 011 992

AC ODD 497

ADULT EDUCATION IN FRANCE.
BY- TITMUS, COLIN J.

PUB DATE 67

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS- *ADMINISTRATION, *ADULT EDUCATION, *EDUCATIONAL OBJECTIVES, FAMILY LIFE EDUCATION, FEDERAL AID, FEDERAL GOVERNMENT, FINANCIAL SUPPORT, FRANCE, GENERAL EDUCATION, GOVERNMENT ROLE, HISTORICAL REVIEWS, LABOR EDUCATION, PROFESSIONAL ASSOCIATIONS, RURAL EXTENSION, SOCIOECONOMIC INFLUENCES, STATE GOVERNMENT, TEACHING METHODS, VOLUNTARY AGENCIES,

A SURVEY OF NONVOCATIONAL ADULT EDUCATION IN FRANCE, THE FIRST FULL LENGTH STUDY, OUTLINES ITS HISTORY FROM THE FRENCH REVOLUTION THROUGH THE RESISTANCE, THE PRINCIPLES AND CONDITIONS OF POPULAR EDUCATION SINCE 1945, LOCAL AND GOVERNMENTAL PROGRAMS, SERVICES OF PRIVATE AND GENERAL ORGANIZATIONS, PROVISIONS FOR SPECIAL INTERESTS AND GROUPS, METHODOLOGY (STRONGLY ORIENTED TOWARD MUTUAL INSTRUCTION), AND STAFFING (MAINLY WITH NONSPECIALIST VOLUNTEER TUTORS). THE FRENCH ADULT EDUCATION ENTERPRISE FORMS A PART OF POPULAR EDUCATION (EDUCATION POPULAIRE), THAT IS, SOCIAL RECREATIONAL, AND INTELLECTUAL GROUP ACTIVITIES PURSUED OUTSIDE HOME, SCHOOL, OR WORK BY VARIOUS AGE GROUPS TO ENRICH AND DEVELOP THE PERSONALITY. IT IS HIGHLY DECENTRALIZED AND INFORMAL, SPONSORED BY MANY PRIVATE SOCIETIES, RUN BY UNPAID, PART-TIME PERSONS, WHOSE RECORDS ARE ILL-KEPT AND WHOSE FINANCES ARE COMPLICATED. IN GENERAL, SPONTANEITY AND VITALITY, CLOSE ATTENTION TO WORKING CLASS CULTURAL NEEDS AND LEARNING PROCESSES, CLOSE INTEGRATION OF ADULT AND YOUTH WORK, AND EDUCATION FOR SOCIAL ACTION ARE STRONG POINTS OF FRENCH ADULT EDUCATION. CHIEF WEAKNESSES ARE FRAGMENTATION, GROUP RIVALRY, AND GAPS IN HIGHER ADULT EDUCATION AND EDUCATIONAL BROADCASTING. THIS BOOK WAS PUBLISHED BY PERGAMON PRESS INC., 44-01 21ST STREET, LONG ISLAND CITY, NEW YORK

11101, 201 PAGES. (LY)

ED 011 993

AC ODD 553

ADULT EDUCATION AND TELEVISION, A COMPARATIVE STUDY IN CANADA, CZECHOSLOVAKIA, AND JAPAN.
BY- GROOMBRIDGE, BRIAN AND OTHERS
NATIONAL INST. OF ADULT EDUCATION, LONDON (ENGLAND)
UNITED NATIONS EDUCATIONAL SCIENTIFIC AND CULT.ORG

PUB DATE SEP 66

EDRS PRICE MF-80.27 HC-85.68 142P.

DESCRIPTORS- *ADULT EDUCATION, *COMPARATIVE ANALYSIS, *EDUCATIONAL TELEVISION, *PROGRAM DEVELOPMENT, ADULT CHARACTERISTICS, AUDIENCE PARTICIPATION, BROADCAST INDUSTRY, CANADA, CANADIAN BROADCASTING CORPORATION, CITIZENS FORUM, CORRESPONDENCE COURSES, CREDITS, CZECHOSLOVAKIA, ENGLAND, FARM RADIO FORUM, FEMALES, FRANCE, GROUP DISCUSSION, HEALTH EDUCATION, INTERAGENCY COOPERATION, JAPAN, LEADERSHIP TRAINING, LONDON, NONCREDIT COURSES, PARIS, PRODUCTION TECHNIQUES, SURVEYS, TELECOURSES, TELEVISION VIEWING, UNIVERSITY EXTENSION,

STUDIES ON THE EDUCATIONAL USES AND POTENTIAL OF TELEVISION IN CANADA, CZECHOSLOVAKIA, AND JAPAN OUTLINE AND DISCUSS (1) THE SOCIAL AND EDUCATIONAL CONTEXT OF ETV IN EACH NATION, (2) KINDS OF PROGRAMS AND THEIR PURPOSES, (3) EXPLOITATION OF ETV BY ADULTS, (4) RESEARCH ON AUDIENCE CHARACTERISTICS AND NEEDS, AND (5) FORMS OF COOPERATION BETWEEN TELEVISION BROADCASTERS AND ADULT EDUCATION. THE CANADIAN REPORT STRESSES (1) COOPERATION WITH UNIVERSITIES, EDUCATORS, AND ADULT EDUCATION ORGANIZATIONS, (2) CANADIAN BROADCASTING CORPORATION (CBC) OBJECTIVES (FOR EXAMPLE, GREATER UNDERSTANDING BETWEEN FRENCH AND ENGLISH CANADIANS), (3) PROGRAM PRODUCTION AND SCHEDULING, (4) STAFF TRAINING, (5) THE IMPACT OF TELEVISION ON THE "FARM FORUM" AND "CITIZENS FORUM" SERIES, AND (6) RESEARCH AND PLANNING NEEDS. THE CZECHOSLOVAKIA REPORT EMPHASIZES (1) INVESTIGATION OF AUDIENCE VIEWING PATTERNS AND REACTIONS, (2) EFFECTIVE PLANNING, PRODUCTION, AND SCHEDULING, AND (3) COOPERATION WITH OTHER EDUCATIONAL BODIES IN ADVISORY, CREATIVE, AND STAFF-TRAINING ACTIVITIES. THE JAPANESE REPORT SEEKS TO RELATE ADULT EDUCATION AND TELEVISION TO SOCIAL NEEDS THROUGH FORMAL AND INFORMAL COURSES (CORRESPONDENCE AND WOMEN'S EDUCATION, FOR EXAMPLE), GENERAL CULTURAL AND INFORMATIONAL BROADCASTING, SUITABLE PRODUCTION METHODS, AND SPECIFIC LEADERSHIP TRAINING TECHNIQUES. CASE STUDIES ARE GIVEN ON (1) THE CBC SERIES, "FOUR PHILOSOPHERS" (CANADA), (2) HEALTH EDUCATION (CZECHOSLOVAKIA), AND (3) WOMEN'S CLASSES (JAPAN). THE DOCUMENT INCLUDES THE EDITOR'S COMMENTARY, FOUR TABLES AND 71 REFERENCES. IT IS ALSO AVAILABLE FROM THE NATIONAL INSTITUTE OF ADULT EDUCATION, LONDON, ENGLAND, FOR \$4.50. (LY)

ED 011 994

AC ODD 649

THE DOCTORATE IN ADULT EDUCATION, 1935-1965.
BY- HOULE, CYRIL O. BUSKEY, JOHN H.

PUB DATE 66

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS- *ADULT EDUCATORS, *DOCTORAL DEGREES, *EMPLOYMENT EXPERIENCE, *PROFESSIONAL EDUCATION, AGE, COLUMBIA UNIVERSITY, CORNELL UNIVERSITY, DIRECTORIES, FINANCIAL

SUPPORT, GOVERNMENT (ADMINISTRATIVE BODY), INDIVIDUAL CHARACTERISTICS, INDUSTRY, INSTITUTIONS, MICHIGAN STATE UNIVERSITY, OCCUPATIONAL SURVEYS, PROFESSIONAL ASSOCIATIONS, STATISTICAL DATA, SURVEYS, TABLES (DATA), UNIVERSITIES, UNIVERSITY OF CHICAGO, UNIVERSITY OF WISCONSIN, VOLUNTARY AGENCIES,

COMPLETED QUESTIONNAIRES SUBMITTED BY 480 HOLDERS OF AMERICAN ADULT EDUCATION DOCTORATES WERE ANALYZED, PRIMARILY BY KINDS OF WORK PERFORMED AND TYPES OF EMPLOYING INSTITUTIONS. TOTAL DOCTORATES AWARDED BY 30 INSTITUTIONS DURING 1935-65 WERE INDICATED, TOGETHER WITH TOTALS FOR SPECIFIC YEARS. DATA WERE OBTAINED ON (1) AGE DISTRIBUTION OF RECIPIENTS, BY 5-YEAR PERIODS, 1946-65, (2) AVERAGE AGE AT AWARD, BY 5-YEAR PERIODS, 1935-65, AND (3) AGES AT WHICH RESPONDENTS RECEIVED THEIR DOCTORATES. RESPONDENTS WERE LIVING IN 46 STATES AND TERRITORIES AND IN 21 FOREIGN COUNTRIES, NOTABLY CANADA, INDIA, AND AUSTRALIA. THE PH.D. WAS HELD BY 294 AND THE ED.D. BY 186. LESS THAN HALF WERE MEMBERS OF THE ADULT EDUCATION ASSOCIATION. THE AVERAGE AGE AT AWARD HAS RISEN FROM 38.6 TO OVER 41 YEARS. THE KINDS OF WORK PERFORMED BY HOLDERS OF THE DOCTORATE FROM THE FIVE MAIN AWARDING UNIVERSITIES (ADMINISTRATION, TEACHING, AND RESEARCH) AND THE ORGANIZATIONS THAT EMPLOY THEM (UNIVERSITIES, VOLUNTARY AGENCIES, GOVERNMENT, AND INDUSTRY) ARE TABULATED. A DIRECTORY OF DEGREE HOLDERS IS INCLUDED. THIS ARTICLE WAS PUBLISHED IN "ADULT EDUCATION," VOLUME 16, NUMBER 3, SPRING 1966. (LY)

ED 011 995

AC 000 672

ADULT AND EXTENSION ART EDUCATION, DISCUSSIONS OF PROBLEMS IN A GROWING FIELD.

BY- KOHLHOFF, RALPH REIS, JOSEPH
WISCONSIN UNIV., MADISON

PUB DATE 68

EDRS PRICE MF-30.18 HC-\$2.64 66P.

DESCRIPTORS- *ADULT EDUCATION, *ART EDUCATION, *PROGRAM DEVELOPMENT, *VISUAL ARTS, ADULT EDUCATORS, CRITERIA, EDUCATIONAL OBJECTIVES, MADISON, PROFESSIONAL TRAINING, PROGRAM EVALUATION, RESEARCH NEEDS, RURAL EXTENSION, SOCIOECONOMIC INFLUENCES, UNIVERSITY EXTENSION,

PAPERS BY 11 EXTENSION EDUCATORS DISCUSS CRITERIA AND STANDARDS IN VISUAL ARTS EDUCATION, THE SCOPE AND NATURE OF ART EXTENSION PROGRAMS, TRAINING PROCEDURES AND STANDARDS FOR EDUCATORS, TOPICS CALLING FOR RESEARCH (READINESS, PSYCHOLOGICAL ENVIRONMENT, METHODOLOGY, PROGRAM EVALUATION, AND ADULT CHARACTERISTICS AS MANIFESTED IN ART ACTIVITIES), EDUCATIONAL OBJECTIVES AND VALUES AND ELEMENTS OF PLANNING SUCH AS AUDIENCE IDENTIFICATION, STAFF SELECTION, FACILITIES, AND BUDGETING. THE BROAD SCOPE OF VISUAL ARTS EDUCATION REQUIRES HONEST, MEANINGFUL ACTIVITIES RELEVANT TO SOCIAL AND PERSONAL ASPECTS OF DAILY LIVING AND TO FORCES HOLDING CONTEMPORARY SOCIETY. THE TRAINING AND PERSONALITY OF EXTENSION PERSONNEL SHOULD BE RELATED TO VARIOUS COMMUNITY AND EDUCATIONAL PROGRAMS, AND SHOULD EQUIP THEM TO PROMOTE AND DEVELOP "VISUAL LITERACY" AND TO PROVIDE ADULT STUDENTS WITH AN AWARENESS OF THE INTERACTION OF ART WITH ALL FACETS OF LIFE. FINALLY, KNOWLEDGE OF UNDERLYING VALUES AND PURPOSES IS NEEDED IN ORDER TO PLAN AND EVALUATE INTELLIGENTLY, TEACH EFFECTIVELY, GAIN FINANCIAL SUPPORT, AND MEET GENUINE NEEDS.

(LY)

ED 011 996

AC 000 878

PARTICIPATION OF ADULTS IN EDUCATION, A FORCE-FIELD ANALYSIS.
BY- MILLER, HARRY L.

CENTER FOR THE STUDY OF LIBERAL EDUC. FOR ADULTS

REPORT NUMBER CSLEA-OP-14

PUB DATE

67

EDRS PRICE MF-30.09 HC-\$1.48

37P.

DESCRIPTORS- *ADULT CHARACTERISTICS, *ADULT EDUCATION, *FORCE FIELD ANALYSIS, *MOTIVATION, *PARTICIPATION, ACHIEVEMENT NEED, AFFILIATION NEED, BROOKLINE, EDUCATIONAL ATTITUDES, LOWER CLASS, MIDDLE CLASS, NEED GRATIFICATION, ORGANIZATIONS (GROUPS), PSYCHOLOGICAL NEEDS, RESEARCH METHODOLOGY, SELF ACTUALIZATION, SOCIOECONOMIC INFLUENCES, STATUS NEED, TABLES (DATA), TECHNOLOGICAL ADVANCEMENT,

VARIOUS SOCIOLOGICAL AND PSYCHOLOGICAL THEORIES RELATING TO MOTIVATION ARE POTENTIALLY USEFUL TOOLS FOR PREDICTING AND INFLUENCING ADULT EDUCATION PARTICIPATION. MASLOW'S NEED HIERARCHY IS BASED ON FUNDAMENTAL NEEDS (SURVIVAL, SAFETY, AND BELONGING), WHICH ARE NORMALLY FOLLOWED BY EGO NEEDS (RECOGNITION OR STATUS, ACHIEVEMENT, AND SELF-REALIZATION). THE WARNER AND GANS SOCIAL CATEGORIES ARE LOWER-LOWER CLASS (MAIN TARGETS OF ANTIPOVERTY PROGRAMS), WORKING CLASS (COHESIVE AND PRAGMATIC, WITH HIGH UNION MEMBERSHIP), LOWER-MIDDLE CLASS (THE MOST ACTIVE JOINERS AND VALUE SETTERS IN OUR SOCIETY), AND UPPER-MIDDLE CLASS (LARGELY EXECUTIVE AND PROFESSIONAL PEOPLE), EACH WITH DISTINCT VALUE SYSTEMS, ASSOCIATIONAL STRUCTURES, AND RELATIONSHIPS TO TECHNOLOGICAL CHANGE FINALLY, LEWIN'S FORCE-FIELD ANALYSIS, HERE USED AS THE OVERALL FRAMEWORK FOR DISCUSSION, TREATS MOTIVES FOR PARTICIPATION OR NONPARTICIPATION AS PRODUCTS OF POSITIVE AND NEGATIVE FORCES, BOTH PSYCHOLOGICAL AND SITUATIONAL, WHICH SHAPE EDUCATIONAL NEEDS AND DESIRES. RELATIONSHIPS BETWEEN SOCIAL CLASS AND PATTERNS OF ORGANIZATIONAL MEMBERSHIP SUGGEST THAT SOME FORMS OF PARTICIPATION CAN BE INCREASED BY REACHING PEOPLE IN THEIR OWN ORGANIZATIONS. THE DOCUMENT INCLUDES FOOTNOTES AND FORCE-FIELD DIAGRAMS. THIS DOCUMENT IS ALSO AVAILABLE FROM THE CENTER FOR THE STUDY OF LIBERAL EDUCATION FOR ADULTS, 138 MOUNTFORT STREET, BROOKLINE, MASSACHUSETTS 02146, FOR \$0.75. (AUTHOR/LY)

ED 011 997

AC 000 974

REVIEW OF STANISLAUS COUNTY MULTI-OCCUPATIONAL VOCATIONAL TRAINING PROJECT, 1964-1965.
MODESTO JUNIOR COLL., CALIF.

PUB DATE

SEP 65

EDRS PRICE MF-30.18 HC-\$2.04

71P.

DESCRIPTORS- *ADULT BASIC EDUCATION, *ADULT VOCATIONAL EDUCATION, *MANPOWER DEVELOPMENT, *RETRAINING, EDUCATIONAL FACILITIES, EMPLOYMENT PATTERNS, EVALUATION, FEDERAL LEGISLATION, INSTRUCTIONAL STAFF, INTERAGENCY COOPERATION, INVESTIGATIONS, JOB PLACEMENT, MDTA, MODESTO, PREVOCATIONAL EDUCATION, PROGRAM ADMINISTRATION, PROGRAM DESCRIPTIONS, STANISLAUS COUNTY MULTIOCCUPATIONAL VOCATIONAL TRAINING PROJECT, STATISTICAL DATA, TEST PERFORMANCE, UNEMPLOYED,

THIS REPORT OUTLINES PROBLEMS ENCOUNTERED AND PROGRESS MADE IN THE STANISLAUS COUNTY, CALIFORNIA, TRAINING PROJECT. INITIAL DIFFICULTY IN SECURING FEDERAL APPROVAL AND FUNDS FOR

PREVOCATIONAL OR BASIC EDUCATION WAS ENDED BY THE AMENDED MANPOWER TRAINING AND DEVELOPMENT ACT. HOWEVER, DIFFICULTIES, MAINLY IN REORIENTING PREVOCATIONAL AND VOCATIONAL INSTRUCTORS, OBTAINING SUITABLE MATERIALS, SETTING UP COURSES, AND SELECTING TRAINEES, AND THE MEDICAL, EMOTIONAL, FINANCIAL, AND OTHER PROBLEMS OF TRAINEES, STILL HAD TO BE MET. PROJECTS, IN BASIC READING AND ARITHMETIC AND IN READING ABOVE GRADE 4 LEVEL USED READERS' DIGEST MATERIALS, THE SCIENCE RESEARCH ASSOCIATES READING LABORATORY KIT, "NEWS FOR YOU" (LEVEL B), AND LOCAL NEWSPAPERS, AND STRESSED PRACTICAL ACTIVITIES AND EXERCISES, TESTS AND DRILLS, AUDIOVISUAL AIDS, AND DISCUSSION AND COUNSELING. COMMUNITY RESOURCES (FIELD TRIPS, WORK EXPERIENCE, RESOURCE PERSONS, CULTURAL ENRICHMENT) SUPPLEMENTED THE CLASSES. VOCATIONAL AND PREVOCATIONAL PROGRAMS AND AUXILIARY SERVICES COME UNDER THE YOSEMITE JUNIOR COLLEGE BOARD. PLACEMENT FOLLOWUPS SHOWED GAINS IN EMPLOYMENT, WAGE SCALES, JOB TENURE, AND TRAINING RELATED WORK. THE DOCUMENT INCLUDES PERSONNEL REQUISITES, TEST RESULTS, EMPLOYMENT DATA, PATTERNS OF LOCAL AND STATE COOPERATION, THE OVERALL STATUS OF PROJECTS, AND THE COMMUNITY SERVICE ROLE OF THE JUNIOR COLLEGE. (LY)

ED 011 998

AC 001 021

CONTINUING EDUCATION OF PROFESSIONAL ENGINEERS. PEI SURVEY REPORT.

BY- MCDANIEL, KEITH K. AND OTHERS

NATIONAL SOCIETY OF PROFESSIONAL ENGINEERS, WASH., D.C.

REPORT NUMBER NSPE-PUB-1431

PUB DATE MAR 66

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS- *ENGINEERS, *PARTICIPANT CHARACTERISTICS, *PARTICIPATION, *PROFESSIONAL CONTINUING EDUCATION, ATTENDANCE PATTERNS, DISTRICT OF COLUMBIA, EDUCATIONAL BACKGROUND, EMPLOYER ATTITUDES, EMPLOYMENT EXPERIENCE, EMPLOYMENT LEVEL, EVALUATION, INDUSTRY, OCCUPATIONS, PROGRAM CONTENT, STATISTICAL DATA, STUDENT COSTS,

IN THIS 1965 STUDY OF CONTINUING EDUCATION PARTICIPATION, 5,000 PROFESSIONAL ENGINEERS WERE CONTACTED. SLIGHTLY OVER HALF COMPLETED THE QUESTIONNAIRE. THE TYPICAL RESPONDENT HAD A BACHELOR'S DEGREE AND AT LEAST 15 YEARS OF ENGINEERING EXPERIENCE, WORKED IN AN INDUSTRIAL FIRM EMPLOYING 1 TO 20 ENGINEERS, AND CONCENTRATED ON DESIGN OR EXECUTIVE MANAGEMENT. OVER 55 PERCENT HAD SUCCESSFULLY PURSUED CONTINUING EDUCATION BETWEEN 1960 AND 1965 AND HAD BORNE THE MAJOR EXPENSE THEMSELVES. THE AVERAGE RESPONDENT HAD EARNED 21 CREDITS TOWARD AN ADVANCED DEGREE. AS FOR ATTENDANCE, PROGRAMS LASTING 12 WEEKS OR LONGER RANKED HIGHEST WHEN OFFERED BY COLLEGES AND UNIVERSITIES, WHILE PROGRAMS LASTING 1-3 WEEKS RANKED HIGHEST WHEN OFFERED BY COMPANIES OR PROFESSIONAL SOCIETIES. TECHNICAL PROGRAMS RANKED HIGHEST REGARDLESS OF SPONSOR, BUT MANAGERIAL PROGRAMS WERE ALSO WELL RECEIVED. THE MAIN REASONS FOR ATTENDANCE WERE TO BROADEN TECHNOLOGICAL BACKGROUND, INCREASE SPECIALIZED EXPERTISE, AND IMPROVE PROSPECTS FOR A RAISE OR PROMOTION. MAJOR REASONS FOR NONPARTICIPATION WERE THAT COURSES OR SUBJECT MATTER HELD NO INTEREST, AN ADVANCED DEGREE WAS NOT NEEDED, COURSES WERE NOT SEEN AS POTENTIALLY USEFUL IN ADVANCEMENT, AND ATTENDANCE WOULD HAVE PROVED INCONVENIENT. COMPANY SIZE HAD LITTLE BEARING ON ATTENDANCE. FINDINGS SUGGEST THAT EMPLOYERS MUST PROVIDE MORE TIME, TOGETHER WITH OTHER ASSISTANCE AND INCENTIVES. THIS DOCUMENT IS AVAILABLE

AS NSPE PUBLICATION NUMBER 1431 FROM THE PROFESSIONAL ENGINEERS IN INDUSTRY, NATIONAL SOCIETY OF PROFESSIONAL ENGINEERS, 2029 K STREET, N.W., WASHINGTON, D.C. 20006, 48 PAGES, \$3.00 FOR MEMBERS AND \$6.00 FOR NONMEMBERS. (LY)

ED 011 999

AC 001 022

ADULT EDUCATION IN METROPOLITAN TORONTO, A SITUATION REPORT.

BY- COHEN, A. AND OTHERS

TORONTO BOARD OF EDUCATION (ONTARIO)

PUB DATE MAY 67

EDRS PRICE MF-\$0.18 HC-\$3.80 95P.

DESCRIPTORS- *ADULT EDUCATION PROGRAMS, *EDUCATIONAL INTEREST, *PARTICIPANT CHARACTERISTICS, *PARTICIPATION, ATTENDANCE PATTERNS, CANADA, EDUCATIONAL BACKGROUND, EDUCATIONAL NEEDS, EDUCATIONAL OPPORTUNITIES, ENROLLMENT, FEMALES, INDIVIDUAL CHARACTERISTICS, MALES, PROGRAM CONTENT, PUBLIC SCHOOL ADULT EDUCATION, QUESTIONNAIRES, RESEARCH, STATISTICAL DATA, STUDENT COSTS, SURVEYS, TORONTO,

A METROPOLITAN TORONTO SURVEY SOUGHT TO DETERMINE THE NUMBER OF PERSONS CURRENTLY PURSUING ADULT EDUCATION, OR NOT PARTICIPATING BUT WILLING TO ATTEND A PROPOSED 24-HOUR CENTER. INFORMATION WAS GATHERED, BY TELEPHONE QUESTIONNAIRE, AS TO ORGANIZATIONS SPONSORING COURSES, TYPE, LOCATION, AND SCHEDULING OF COURSES, TIME AND MONEY INVESTED BY PARTICIPANTS, AND BACKGROUND (AGE, INCOME, AND EDUCATION). THE RATIO OF WOMEN TO MEN EXCEEDED 2 TO 1. ALSO, RESPONDENTS TENDED TO BE YOUNGER AND MORE EDUCATED THAN THE OVERALL TORONTO POPULATION. EVENINGS MONDAY THROUGH THURSDAY WERE THE PREFERRED ATTENDANCE TIMES, ALTHOUGH ALL TIMES OF THE DAY OR WEEK WOULD DRAW SOME ATTENDEES. UNSKILLED, UNEMPLOYED, AND RETIRED PEOPLE, MEN WITH LOWER INCOMES AND EDUCATION, AND LESS EDUCATED HOUSEWIVES, AND PERSONS OVER 45 WOULD CLEARLY FAVOR THE CENTER OVER EXISTING PROVISIONS. CURRENT NONPARTICIPANTS WOULD GENERALLY PREFER COMMERCIAL AND TECHNICAL COURSES TO ACADEMIC COURSES. FINALLY, PROSPECTIVE ATTENDEES, ESPECIALLY MEN, WOULD DEVOTE MORE TIME AND MONEY TO CENTER PROGRAMS THAN TO EXISTING PROGRAMS. FINDINGS CALL FOR SCRUTINY OF DROPOUT CAUSES, PROMPT SETTING UP OF THE CENTER, AND MORE WIDESPREAD AND EFFECTIVE PUBLICITY AIMED AT EDUCATIONALLY NEEDY ADULTS. DOCUMENT INCLUDES TWO FIGURES, 57 TABLES, AND THE QUESTIONNAIRE. (LY)

ED 012 000

AC 001 148

KANSAS STATE PLAN FOR ADULT BASIC EDUCATION.

KANSAS STATE DEPT. OF PUBLIC INSTR., TOPEKA

PUB DATE OCT 65

EDRS PRICE MF-\$0.18 HC-\$2.52 63P.

DESCRIPTORS- *ADULT BASIC EDUCATION, *FEDERAL AID, *PROGRAM DEVELOPMENT, *STATE PROGRAMS, COMMUNITY ACTION, CRITERIA, ECONOMIC OPPORTUNITY ACT TITLE II, EDUCATIONAL POLICY, EDUCATIONAL RESPONSIBILITY, FEDERAL LEGISLATION, INTERAGENCY COOPERATION, KANSAS, PROGRAM ADMINISTRATION, PROGRAM PLANNING, STATE LEGISLATION, TEACHER EDUCATION, TEACHER QUALIFICATIONS, TEACHER RECRUITMENT, TOPEKA,

THE KANSAS PLAN IS DESIGNED TO HELP ESTABLISH NEW LOCAL ADULT BASIC EDUCATION PROGRAMS, AND TO EXPAND AND IMPROVE EXISTING ONES. INSTRUCTIONAL CONTENT WILL INCLUDE READING AND WRITING, SPEAKING AND LISTENING SKILLS, CITIZENSHIP, CONSUMER

EDUCATION, HUMAN RELATIONS, AND FAMILY LIFE EDUCATION. EARLY STAGES OF PLANNING (TO JUNE 30, 1966) WILL STRESS THE FORMULATION OF INSTRUCTION AND THE RECRUITMENT AND TRAINING OF TEACHERS, WITH STATE OFFICIALS ADVISING AND ASSISTING LOCAL SCHOOL DISTRICTS AND COMMUNITY ACTION GROUPS. THE STATE DIRECTOR OF ADULT EDUCATION WILL OVERSEE RECORDKEEPING, INSTRUCTIONAL MATERIALS PROGRAM EVALUATION, STAFF TRAINING, PUBLICITY, PROGRAM COORDINATION AND EXPANSION, AND LOCAL FISCAL POLICY. THE DOCUMENT INCLUDES PROVISIONS FOR QUALITY CONTROL OF INSTRUCTION AND OF PILOT PROJECTS, STATE OF KANSAS TECHNICAL AND SUPERVISORY SERVICES, ASPECTS OF FEDERAL FINANCIAL PARTICIPATION AND CONTROL (AUDITING, REIMBURSEMENTS, SALARIES, AND BENEFITS), APPENDIXES (STATE OF KANSAS LEGAL AUTHORITY AND STATE COOPERATIVE HEALTH SERVICES PLAN), AND AN ORGANIZATIONAL CHART OF THE STATE DEPARTMENT OF PUBLIC INSTRUCTION. (LY)

ED 012 001

AC 001 244

AN ANALYSIS OF A TRAINING PROGRAM FOR WASHINGTON'S NEW 4-H LEADERS.

BY- HAVENS, JAMES E.

WASHINGTON STATE UNIV., PULLMAN

PUB DATE AUG 66

EDRS PRICE MF-\$0.09 HC-\$0.52 13P.

DESCRIPTORS- #LEADERSHIP TRAINING, #PROGRAM EVALUATION, #TRAINING TECHNIQUES, #YOUTH LEADERS, COOPERATIVE EXTENSION SERVICE, EDUCATIONAL BACKGROUND, GROUP EXPERIENCE, KNOWLEDGE LEVEL, MASTERS THESES, OCCUPATIONS, PARTICIPANT CHARACTERISTICS, PULLMAN, RESEARCH, YOUTH CLUBS, 4 H CLUBS,

A REPRESENTATIVE GROUP OF 124 (10 PERCENT) NEW 4-H LEADERS IN WASHINGTON COMPLETED A PRETEST QUESTIONNAIRE ON MATERIAL IN A SERIES OF SIX PAMPHLETS TO BE USED IN TRAINING SESSIONS. AN IDENTICAL POST-TEST ADMINISTERED BY MAIL 3 MONTHS AFTER THE TRAINING PROGRAM DREW A 60 PERCENT RETURN. THE STUDY DETERMINED (1) SOME CHARACTERISTICS OF NEW 4-H LEADERS ATTENDING TRAINING SESSIONS, (2) THEIR UNDERSTANDING PRIOR TO TRAINING OF AREAS COVERED BY THE GUIDE, (3) UNDERSTANDING AFTER TRAINING, AND (4) EFFECTS OF SEX, AGE, PREVIOUS YOUTH LEADERSHIP EXPERIENCE, 4-H EXPERIENCE, OCCUPATION, RESIDENCE, AND EDUCATION ON THE LEADER'S KNOWLEDGE. NEW 4-H LEADERS SCORING HIGH ON BOTH PRETEST AND POST-TEST HAD HAD PREVIOUS VOLUNTEER YOUTH LEADERSHIP EXPERIENCE, HAD CHILDREN IN 4-H FOR 2 OR MORE YEARS, AND WERE IN PROFESSIONAL OCCUPATIONS. ONLY THOSE WITH SOME COLLEGE INDICATED ADEQUATE KNOWLEDGE 3 MONTHS AFTER TRAINING. THE 4-H LEADERS WITH MOST EXPERIENCE SCORED HIGHEST ON THE PRETEST BUT LOWEST ON THE POST-TEST. ALL GROUPS SHOWED A NEED FOR TRAINING. THIS REPORT WAS BASED ON THE AUTHOR'S SUMMARY OF SPECIAL PROBLEMS REPORT, SUBMITTED FOR MASTER OF EXTENSION DEGREE. (AJ)

ED 012 002

AC 001 245

CATALOG OF AUTHORIZED SUBJECTS FOR ADULT SCHOOLS, GRADUATION REQUIREMENTS AND CURRICULA (1966-67 REVISION).

BY- GARDINER, GLENN N. AND OTHERS

LOS ANGELES CITY SCHOOLS, CALIF.

PUB DATE 67

EDRS PRICE MF-\$0.27 HC-\$5.00 145P.

DESCRIPTORS- #ADULT EDUCATION PROGRAMS, #GRADUATION

REQUIREMENTS, #PUBLIC SCHOOL ADULT EDUCATION, CATALOGS, DIRECTORIES, LOS ANGELES, PROGRAM DESCRIPTIONS,

THE ADULT EDUCATION PROGRAM OF THE LOS ANGELES CITY SCHOOLS, CONDUCTED IN 28 ADULT SCHOOLS, HAD AN ENROLLMENT OF 190,000 AND A TEACHING STAFF OF 2,200 DURING 1965-66. INSTRUCTION IS PROVIDED IN RESPONSE TO PUBLIC DEMAND EXPRESSED BY ORGANIZATIONS AND ADVISORY COMMITTEES IN 10 AREAS--ACADEMIC, BUSINESS, CIVIC, ELEMENTARY AND CITIZENSHIP, FINE ARTS AND CRAFTS, HEALTH, HOMEMAKING, HORTICULTURE, INDUSTRIAL, AND MUSIC EDUCATION. THIS CATALOG CONTAINS COURSE DESCRIPTIONS, PREREQUISITES, GRADE LEVELS, WORK ACHIEVEMENT CREDITS, GRADUATION REQUIREMENTS, AND NUMBER OF HIGH SCHOOL CREDITS THAT MAY BE EARNED. INTENDED PRIMARILY FOR THE USE OF COUNSELORS AND ADULT ADMINISTRATORS AS A WORKING MANUAL WITH WHICH THEY MAY GUIDE ADULTS IN ACHIEVING EDUCATIONAL GOALS, IT IS ALSO A STATEMENT OF THE STANDARD OF CURRICULUM REQUIREMENTS OF THE LOS ANGELES BOARD OF EDUCATION. (AJ)

ED 012 003

AL 000 031

PROGRESS REPORT ON MANDARIN TONE STUDY.

BY- BROTZMAN, ROBERT

OHIO STATE UNIV., COLUMBUS, RESEARCH FOUNDATION

REPORT NUMBER POLA-8-1

PUB DATE APR 64

EDRS PRICE MF-\$0.09 HC-\$1.52 38P.

DESCRIPTORS- #ACOUSTIC PHONETICS, #DESCRIPTIVE LINGUISTICS, #MANDARIN CHINESE, #STRUCTURAL ANALYSIS, #SYNTAX, COLUMBUS, COMPUTATIONAL LINGUISTICS, PITCH CONTOUR, PROJECT ON LINGUISTIC ANALYSIS, TONE SANDHI, TUPLES,

THE FORM OF A GENERATIVE SYSTEM FOR FUNDAMENTAL VOICE FREQUENCY IN MANDARIN CHINESE IS DISCUSSED, AND SEVERAL ASSUMPTIONS ARE MADE IN ORDER TO REDUCE THE PROBLEM TO A MANAGEABLE SIZE. DATA WAS GATHERED FROM TWO SPEAKERS BY HAVING THEM READ A PREPARED LIST WHICH CONTAINED ISOLATED WORDS, TWO-TUPLES, AND THREE-TUPLES IN ALL POSSIBLE COMBINATIONS OF THE FOUR BASIC TONES. THE DATA GATHERING SYSTEM UTILIZED A MODIFIED "VOCODER" PITCH EXTRACTOR, A TWO-CHANNEL GRAPHICAL RECORDER, AND AN ELECTRONIC DIGITAL COMPUTER WHICH WAS USED TO PLOT OUT THE PITCH CURVE AND ALSO TO EXTRACT VARIOUS PARAMETERS OF THE PITCH CONTOUR. EXAMPLES ARE GIVEN OF THE FOUR BASIC TONES OF MANDARIN, AND, ON THE BASIS OF THE DATA GATHERED, A SET OF RULES IS PROPOSED WHICH WOULD ACCOUNT FOR THE TONE SANDHI AND CERTAIN ALLOTONIC CHANGES EVIDENT IN MANDARIN SPEECH. (IT)

ED 012 004

AL 000 032

RESULTATIVE VERBS AND OTHER PROBLEMS.

BY- HASHIMOTO, ANNE YUE

OHIO STATE UNIV., COLUMBUS, RESEARCH FOUNDATION

REPORT NUMBER POLA-8-2

PUB DATE APR 64

EDRS PRICE MF-\$0.10 HC-\$2.48 62P.

DESCRIPTORS- #GRAMMAR, #MANDARIN CHINESE, #SYNTAX, #TRANSFORMATION THEORY (LANGUAGE), #VERBS, COLUMBUS, PROJECT ON LINGUISTIC ANALYSIS,

THE SO-CALLED RESULTATIVE VERBS IN MANDARIN CHINESE ARE STUDIED WITHIN THE GENERAL FRAMEWORK OF A TRANSFORMATIONAL GRAMMAR. THE RESULTATIVE VERBS ARE GENERALLY CONSIDERED AS CONSISTING OF TWO COMPONENTS--A VERBAL COMPONENT FOLLOWED BY

A RESULTATIVE OR DIRECTIONAL COMPLEMENT. OTHER PROBLEMS RELATED TO COMPLEMENTS ARE ALSO TOUCHED UPON, FOR EXAMPLE, THE PRENOMINAL DEMODIFICATION, THE POSTVERBAL DECOMPLEMENT, AND OTHER KINDS OF COMPLEMENTS THAT CAN OCCUR WITH VARIOUS VERBS. THE SOLUTION PROPOSED IS TO CLASSIFY THE RESULTATIVE VERBS INTO TWO MAIN GROUPS, THE MORE PRODUCTIVE OF WHICH IS GENERATED FROM GENERALIZED TRANSFORMATIONS. A SKETCH OF THE SYNTACTIC STRUCTURE OF MANDARIN, CONSISTING OF CONSTITUENT STRUCTURE RULES, TRANSFORMATIONAL RULES, AND A SAMPLE LEXICON, IS PROVIDED AS THE BASIS OF DISCUSSION. (IT)

ED 012 005

AL ODD 033

THE ORDERING OF PRE-NOMINAL MODIFIERS IN ENGLISH.

BY- ANNEAR, SANDRA S.

OHIO STATE UNIV., COLUMBUS, RESEARCH FOUNDATION

REPORT NUMBER POLA-8-3

PUB DATE

APR 64

EDRS PRICE MF-\$0.09 HC-\$1.20 30P.

DESCRIPTORS- #ENGLISH, #GRAMMAR, #NOMINALS, #PHRASE STRUCTURE, #TRANSFORMATION THEORY (LANGUAGE), ADJECTIVES, COLUMBUS, PROJECT ON LINGUISTIC ANALYSIS,

THE VARIOUS TYPES OF PRENOMINAL MODIFIERS IN ENGLISH ARE STUDIED WITHIN THE GENERAL FRAMEWORK OF A TRANSFORMATIONAL GRAMMAR. TWO DISTINCT, BUT INTERRELATED PROBLEMS ARE INVOLVED--THE DERIVATION OF EACH OF THE TYPES OF SINGLE MODIFIERS, EITHER TRANSFORMATIONALLY OR FROM CONSTITUENT STRUCTURE RULES, AND THE GRAMMATICAL IMPLICATIONS OF COMBINING THEM IN THE PRENOMINAL POSITION. EACH OF THE TWO PROBLEMS ARE DISCUSSED, FOLLOWED BY A GRAMMAR FRAGMENT CONSISTING OF CONSTITUENT STRUCTURE RULES, AND TRANSFORMATION RULES DESIGNED TO HANDLE SOME OF THE OBSERVED FEATURES OF GRAMMATICAL BEHAVIOR. IN PLACE OF A SAMPLE LEXICON, LEXICAL RULES ARE GIVEN WITH REFERENCE LISTS TO INDICATE JUST WHAT MORPHEMES ARE BEING REFERRED TO IN EACH RULE. (IT)

ED 012 006

AL ODD 034

TWO ASPECT MARKERS IN MANDARIN.

BY- WANG, WILLIAM S-Y.

OHIO STATE UNIV., COLUMBUS, RESEARCH FOUNDATION

REPORT NUMBER POLA-8-4

PUB DATE

APR 64

EDRS PRICE MF-\$0.09 HC-\$1.08 27P.

DESCRIPTORS- #GRAMMAR, #MANDARIN CHINESE, #MORPHOLOGY (LANGUAGES), #PHRASE STRUCTURE, #TRANSFORMATION THEORY (LANGUAGE), COLUMBUS, PROJECT ON LINGUISTIC ANALYSIS,

TWO ASPECT MARKERS IN MANDARIN CHINESE ARE STUDIED WITHIN THE GENERAL FRAMEWORK OF A TRANSFORMATIONAL GRAMMAR. THEY ARE COMMONLY REPRESENTED AS "-LE," INDICATING COMPLETION OF ACTION, AND "-GUO," INDICATING THAT AN ACTION HAS TAKEN PLACE AT LEAST ONCE. THE PROBLEM INVOLVES SEVERAL SEEMING IRREGULARITIES IN THE FORMATION OF NEGATIVE SENTENCES AND THE SO-CALLED "A-NOT-A" QUESTIONS. THE SOLUTION PROPOSED CONSISTS OF THE IDENTIFICATION OF THE MORPH "-YOU" (AS IN MEIYOU) AND THE ASPECT MARKER "-LE" AS SUPPLETIVE ALTERNANTS OF THE SAME MORPHEME. A SET OF CONSTITUENT STRUCTURE RULES AND TRANSFORMATIONAL RULES ARE GIVEN. THE UNDERLYING P-RULES OF SEVERAL SENTENCES ARE ALSO GIVEN TO ILLUSTRATE THE RULES AS THEY RELATE TO THE PROBLEMS OF THE ASPECT MARKERS. (IT)

ED 012 007

AL ODD 039

ENGLISH AND MANDARIN CHINESE--DEFINITE AND INDEFINITE DETERMINERS AND MODIFYING CLAUSE STRUCTURES.

BY- ANNEAR, SANDRA S.

OHIO STATE UNIV., COLUMBUS, RESEARCH FOUNDATION

REPORT NUMBER POLA-11-1

PUB DATE

JUN 65

EDRS PRICE MF-\$0.09 HC-\$2.32 50P.

DESCRIPTORS- #CONTRASTIVE LINGUISTICS, #ENGLISH, #GRAMMAR, #MANDARIN CHINESE, #TRANSFORMATION THEORY (LANGUAGE), COLUMBUS, DESCRIPTIVE LINGUISTICS, PROJECT ON LINGUISTIC ANALYSIS, SYNTAX,

THE DEFINITE AND INDEFINITE DETERMINERS AND THEIR RELATIONSHIPS TO MODIFYING CLAUSE STRUCTURES IN ENGLISH AND MANDARIN CHINESE ARE STUDIED WITHIN THE GENERAL FRAMEWORK OF TRANSFORMATIONAL GRAMMAR, AS PRESENTED BY KATZ AND POSTAL. A BRIEF SURVEY OF THE FORM-CLASS AND EARLIER TRANSFORMATIONAL APPROACHES TO THE PROBLEM IS MADE WITH THE CONCLUSION THAT THEY ARE INADEQUATE, WHEREAS THE REVISED MODEL OF KATZ AND POSTAL, IN CLARIFYING THE CONCEPTION OF THE SEMANTIC COMPONENT AND ITS ROLE IN RELATIONSHIP TO THE SYNTACTIC AND THE PHONOLOGICAL COMPONENTS IN AN INTEGRATED LINGUISTIC DESCRIPTION, CAN BEST EXPLAIN THE NATIVE SPEAKER'S USE OF THE DETERMINERS OF HIS LANGUAGE AND HIS COMPREHENSION OF THE MODIFYING CLAUSE SENTENCES. A FORMAL UNIVERSAL IN WHICH THE DETERMINERS IN THE SHARED NOMINALS OF TWO STRINGS IN A MODIFYING CLAUSE STRUCTURE NEED NOT BE IDENTICAL IS CLAIMED AND ILLUSTRATED WITH ENGLISH AND MANDARIN CHINESE. (IT)

ED 012 008

AL ODD 040

INTERROGATION IN ENGLISH AND MANDARIN CHINESE.

BY- ELLIOTT, DALE E.

OHIO STATE UNIV., COLUMBUS, RESEARCH FOUNDATION

REPORT NUMBER POLA-11-2

PUB DATE

JUN 65

EDRS PRICE MF-\$0.18 HC-\$2.60 65P.

DESCRIPTORS- #CONTRASTIVE LINGUISTICS, #ENGLISH, #MANDARIN CHINESE, #SYNTAX, COLUMBUS, INTERROGATIVE STRUCTURES, LINGUISTIC PATTERNS, PROJECT ON LINGUISTIC ANALYSIS, QUESTIONS,

THE PAPER ANALYZES, FROM THE GENERAL POINT OF VIEW OF TRANSFORMATIONAL THEORY, THE GRAMMAR OF INTERROGATIVE SENTENCES IN AMERICAN ENGLISH AND MANDARIN CHINESE. SEVERAL TYPES OF QUESTIONS ARE RECOGNIZED IN EACH. BOTH LANGUAGES HAVE INTERROGATIVE-WORD QUESTIONS, DISJUNCTIVE QUESTIONS, TAG QUESTIONS, AND NEGATIVE QUESTIONS. "YES-NO" QUESTIONS IN ENGLISH AND SOME "MA" QUESTIONS IN CHINESE ARE EQUIVALENT SEMANTICALLY AND GRAMMATICALLY TO POSITIVE-NEGATIVE DISJUNCTIVE QUESTIONS. THE SEMANTIC NOTION OF THE PRESUPPOSITION TO A QUESTION IS DISCUSSED IN RELATION TO EACH QUESTION TYPE. (IT)

ED 012 009

AL ODD 041

ON THE NOTION OF "EQUIVALENT SENTENCE STRUCTURE."

BY- FILLMORE, CHARLES J.

OHIO STATE UNIV., COLUMBUS, RESEARCH FOUNDATION

REPORT NUMBER POLA-11-3

PUB DATE

JUN 65

EDRS PRICE MF-\$0.09 HC-\$0.56 14P.

DESCRIPTORS- #CONTRASTIVE LINGUISTICS, #DEEP STRUCTURES,

*GRAMMAR, *MACHINE TRANSLATION, *TRANSFORMATION THEORY (LANGUAGE), CHINESE, COLUMBUS, ENGLISH, JAPANESE, PHRASE STRUCTURE, PROJECT ON LINGUISTIC ANALYSIS,

IN THE DEVELOPMENT OF A PROGRAM FOR MECHANIZING TRANSLATION, SOME PROBLEMS WOULD REMAIN EVEN WHEN THE MORPHEMES AND GRAMMATICAL PROCESSES INVOLVED ARE REASONABLY EQUIVALENT IN THE TWO LANGUAGES. EQUIVALENT GRAMMATICAL RELATION HAS TO BE DEFINED BECAUSE IMPORTANT STRUCTURAL SIMILARITIES AMONG SENTENCES ARE FOUND MORE OFTEN IN THEIR DEEP STRUCTURE THAN IN THEIR SURFACE STRUCTURE. THUS, TWO SENTENCES ARE EQUIVALENT IF (1) THE UNDERLYING SIMPLE SENTENCES ARE TRANSLATIONS OF EACH OTHER, (2) THE RELATIONS BETWEEN THESE UNDERLYING SENTENCES AND A PORTION OF THE RESULTING SENTENCE ARE EQUIVALENT, AND (3) THE RESULTING SENTENCES ARE TRANSLATIONS OF EACH OTHER. HOWEVER, STRICT EQUIVALENCE AMONG GRAMMATICAL RELATIONS IS NOT TO BE FOUND. DISPARITIES IN SENTENCE STRUCTURE ARE ILLUSTRATED WITH SENTENCES FROM CHINESE, JAPANESE, AND ENGLISH, AND DEEP-SEATED SYSTEMATIC DIFFERENCES ARE FOUND. (1T)

ED 012 010

AL 000 048

TOWARD A MODERN THEORY OF CASE.

BY- FILLMORE, CHARLES J.

OHIO STATE UNIV., COLUMBUS, RESEARCH FOUNDATION

REPORT NUMBER POLA-13-1

PUB DATE AUG 66

EDRS PRICE MF-\$0.09 HC-\$1.08 27P.

DESCRIPTORS- *GRAMMAR, *LINGUISTICS, *TRANSFORMATION THEORY (LANGUAGE), COLUMBUS, ENGLISH, GRAMMATICAL CATEGORIES, GRAMMATICAL FUNCTIONS, PROJECT ON LINGUISTIC ANALYSIS, SYNTAX, THEORIES,

THE PAPER QUESTIONS THE ADEQUACY OF CHOMSKY'S PROPOSALS FOR FORMALLY RECONSTRUCTING THE DISTINCTION BETWEEN GRAMMATICAL CATEGORIES AND GRAMMATICAL FUNCTIONS. THE DEEP STRUCTURE VALIDITY OF THE NOTIONS "SUBJECT" AND "OBJECT" IS ALSO QUESTIONED. THE WRITER PROPOSES TO RECOGNIZE, INSTEAD, VARIOUS INTRODUCED NOUN PHRASES SUGGESTIVE OF THE TRADITIONAL NOTION OF "CASES," EACH, IN ENGLISH, BEGINNING WITH A PREPOSITION. THE SYNTACTIC RELATIONSHIP OF EACH OF THESE TYPES TO THE MAIN VERB OF THE SENTENCE IS DEFINED WITH REFERENCE TO THE CATEGORY UNDER WHICH IT IS INTRODUCED, HAVING NO DIRECT CONNECTION WITH WHATEVER EVENTUAL STATUS IT MAY HAVE AS SUBJECT OR OBJECT. THUS, EACH SIMPLE SENTENCE IN A LANGUAGE IS MADE UP OF A VERB AND A COLLECTION OF NOUNS IN VARIOUS "CASES," IN THE DEEP STRUCTURE SENSE. IN THE SURFACE STRUCTURE, CASE DISTINCTIONS ARE SOMETIMES PRESERVED, AND SOMETIMES NOT, DEPENDING ON THE LANGUAGE, THE NOUN, OR THE IDIOSYNCRATIC PROPERTIES OF CERTAIN GOVERNING WORDS. (1T)

ED 012 011

AL 000 049

SUBJECT AND OBJECT IN MANDARIN.

BY- HUANG, SHUAN FAN

OHIO STATE UNIV., COLUMBUS, RESEARCH FOUNDATION

REPORT NUMBER POLA-13-2

PUB DATE AUG 66

EDRS PRICE MF-\$0.10 HC-\$3.20 82P.

DESCRIPTORS- *GRAMMAR, *LINGUISTICS, *MANDARIN CHINESE, *TRANSFORMATION THEORY (LANGUAGE), COLUMBUS, OBJECT, PARTS OF SPEECH, PROJECT ON LINGUISTIC ANALYSIS, SUBJECT, SYNTAX,

TWO OF THE MAJOR GRAMMATICAL PROBLEMS MUCH STUDIED BY MANDARIN GRAMMARIANS IN THE PAST DECADE ARE THE EXISTENCE OF PARTS OF SPEECH AND THE CONTROVERSY OVER THE IDENTIFICATION OF SUBJECT AND OBJECT IN SENTENCES. THE GOAL OF THIS STUDY IS TO DEAL WITH A VARIETY OF PROBLEMS IN CONNECTION WITH THE NOTIONS OF SUBJECT AND OBJECT IN MANDARIN CHINESE WITHIN THE GENERAL FRAMEWORK OF TRANSFORMATIONAL THEORY. A BRIEF SURVEY OF THREE TRADITIONAL APPROACHES TO THE SUBJECT-OBJECT PROBLEM IS MADE, AND THESE APPROACHES ARE FOUND TO BE DEFECTIVE MAINLY IN FAILING TO MAKE THE BASIC DISTINCTION BETWEEN DEEP STRUCTURE AND SURFACE STRUCTURE, WHICH IS IMPORTANT IN DEALING WITH GRAMMATICAL RELATIONS LIKE SUBJECT-VERB AND VERB-OBJECT. IT IS FOUND THAT MANDARIN HAS A RELATIVELY FREER WORD ORDERING THAN HAS BEEN ASSUMED. SETS OF SYNTACTICALLY RELATED SENTENCES WITH THE SAME UNDERLYING REPRESENTATION ABUNDANT IN THE LANGUAGE. SUBJECT DELETION AND OBJECT TRANSPOSITION ARE FOUND TO BE COMMON PHENOMENA. SUCH TRANSFORMATIONS ARE SHOWN TO BE CONNECTED WITH LOCATIVE PHRASE FRONTING OR WITH "BA" AND "BEI" TRANSFORMATIONS. (1T)

ED 012 012

AL 000 050

SOME COMMIT SUBROUTINES FOR TESTING GENERATIVE GRAMMARS.

BY- YANG, JAMES

OHIO STATE UNIV., COLUMBUS, RESEARCH FOUNDATION

REPORT NUMBER POLA-13-3

PUB DATE AUG 66

EDRS PRICE MF-\$0.09 HC-\$0.92 23P.

DESCRIPTORS- *COMPUTATIONAL LINGUISTICS, *COMPUTER ORIENTED PROGRAMS, *GRAMMAR, *LINGUISTICS, COLUMBUS, COMMIT, GENERATIVE GRAMMARS, PROJECT ON LINGUISTIC ANALYSIS, SUBROUTINES,

A SERIES OF SUBROUTINES (READRULE, ANNOTATE, CHOOSE, STORERULE, ADD-ONE AND SUB-ONE, DOMINATE, SUBTREE, TERMINAL, AND EQUAL) WRITTEN UP IN THE "COMIT" PROGRAMING LANGUAGE TO PROVIDE A CONVENIENT WAY FOR LINGUISTS TO TEST ANY SET OF GRAMMAR RULES AND TO GENERATE SENTENCES, ARE GIVEN WITH EXPLANATIONS FOR EACH. THIS IS FOLLOWED BY COMPLETE LISTINGS OF THE SUBROUTINES, TOGETHER WITH A MORE TECHNICAL DESCRIPTION OF WHAT THEY DO. THE USER OF THESE ROUTINES IS NOT REQUIRED TO HAVE ANY BACKGROUND OR EXPERIENCE IN DIGITAL COMPUTER PROGRAMING. (1T)

ED 012 013

AL 000 086

SPANISH SANDHI AND BINARY FEATURES.

BY- CONTRERAS, HELES

PUB DATE DEC 66

EDRS PRICE MF-\$0.09 HC-\$0.90 14P.

DESCRIPTORS- *MORPHOPHONEMICS, *SPANISH, *TRANSFORMATION THEORY (LANGUAGE), CHILEAN SPANISH, DISTINCTIVE FEATURES, LINGUISTIC SOCIETY OF AMERICA, NEW YORK CITY, VOWELS,

THE BINARY PRINCIPLE OF DISTINCTIVE FEATURE ANALYSIS IS CONSIDERED UNECONOMICAL FOR FORMULATION OF THE RULES FOR VOWEL COMBINATION IN SPANISH. CLASSIFICATORY FEATURES IN A TRANSFORMATIONAL GRAMMAR ARE ALL BINARY. HOWEVER, STRICT ADHERENCE TO DISTINCTIVE FEATURE ANALYSIS IS CONSIDERED UNECONOMICAL FOR FORMULATION OF RULES FOR VOWEL COMBINATION ACROSS WORD BOUNDARIES. PRESENT INADEQUACIES IN THE RULES NEEDED TO ACCOUNT FOR THESE VOWEL COMBINATIONS ARE INDICATED. THE AUTHOR'S CONCLUSION IS THAT A SIMPLER DESCRIPTION IS POSSIBLE WITH A NONBINARY SYSTEM. THIS PAPER WAS PRESENTED AT

THE 1966 ANNUAL MEETING OF THE LINGUISTIC SOCIETY OF AMERICA
(NEW YORK, DECEMBER 1966). (KL)

ED 012 014

AL 000 275

COLLECT--A PROGRAM FOR THE RETRIEVAL OF GRAMMATICAL
INFORMATION FROM ANNOTATED TEXT.

BY- KAY, MARTIN TAFT, TERRIL D.

RAND CORP., SANTA MONICA, CALIF.

REPORT NUMBER RM-5243-RADC

PUB DATE JAN 67

EDRS PRICE MF-\$0.09 HC-\$1.44 36P.

DESCRIPTORS- *COMPUTATIONAL LINGUISTICS, *INFORMATION
RETRIEVAL, *RUSSIAN, *SEMANTICS, *SYNTAX, GRAMMAR, IBM 7044
COMPUTER, INFORMATION SYSTEMS, LINGUISTIC ANALYSES, SANTA
MONICA, THE COLLECT PROGRAM,

DESIGNED FOR LINGUISTS AND LEXICOGRAPHERS, THE COLLECT
SYSTEM CAN ANALYZE THE SYNTAX AND SEMANTICS OF RUSSIAN
SENTENCES BY SEARCHING A FILE OF RUSSIAN TEXT. IN A TYPICAL
SEARCH ON A GIVEN SENTENCE, GRAMMATICAL RELATIONSHIPS,
INDIVIDUAL WORD SPELLINGS, AND WORD OCCURRENCES CAN BE
DETERMINED. SINCE THE SYSTEM INCLUDES INTERPRETERS, THE
LINGUIST CAN USE FAIRLY NATURAL TERMINOLOGY IN HIS SEARCH
REQUESTS. WRITTEN FOR THE IBM 7044 COMPUTER, THE ENTIRE
COLLECT SYSTEM COULD BE ADAPTED TO ADMIT NEW KINDS OF
INFORMATION TO THE FILE. THIS MEMORANDUM ALSO DISPLAYS A
SAMPLE COLLECT REQUEST FORM. (FB)

ED 012 015

AL 000 338

PSYCHOLINGUISTIC SIMILARITIES IN THE ACQUISITION OF ENGLISH
AND RUSSIAN AS NATIVE LANGUAGES.

BY- SLOBIN, DAN I.

PUB DATE 10 JUN 65

EDRS PRICE MF-\$0.09 HC-\$0.48 12P.

DESCRIPTORS- *CHILD DEVELOPMENT, *LANGUAGE DEVELOPMENT,
*PSYCHOLINGUISTICS, *TRANSFORMATION THEORY (LANGUAGE),
ENGLISH, HONOLULU, MORPHOLOGY (LANGUAGES), RUSSIAN, SYNTAX,
VERBAL ABILITY,

ONE APPROACH TO CHILD LANGUAGE ACQUISITION IS THAT OF
TRANSFORMATIONAL, GENERATIVE GRAMMAR WHICH EMPHASIZES MAN'S
ABILITY TO UNDERSTAND AND PRODUCE AN UNLIMITED VARIETY OF
SENTENCES THROUGH CONTROL OF A LIMITED NUMBER OF LANGUAGE
RULES. THUS, A CHILD LEARNS TO SPEAK BY DEVELOPING HIS OWN
THEORIES OF THE STRUCTURE OF HIS LANGUAGE. STUDIES OF RUSSIAN
AND ENGLISH CHILD LANGUAGE ACQUISITION SHOW THAT THE PROCESS
OF MAKING THESE RULES IS QUITE SIMILAR, IN SPITE OF THE
IMPORTANT STRUCTURAL DIFFERENCES BETWEEN THE TWO LANGUAGES.
IN BOTH LANGUAGES, FOR EXAMPLE, THE UNMARKED FORMS OF LEXICAL
ITEMS ARE LEARNED FIRST, SIMPLE SENTENCES NEXT, AND
MORPHOLOGY LAST. BOTH RUSSIAN AND ENGLISH CHILDREN LEARN THIS
WAY, IN SPITE OF THE FACT THAT WORD ORDER IS LESS IMPORTANT
THAN INFLECTION IN RUSSIAN. IT WOULD SEEM THEN THAT EVERY
CHILD'S BUILT-IN "LANGUAGE ACQUISITION DEVICE" FAVORS
BEGINNING LANGUAGE WITH ORDERED UNMARKED CLASSES, REGARDLESS
OF THE DEGREE OF CORRESPONDENCE OF SUCH A SYSTEM WITH THE
INPUT LANGUAGE. SIMILAR PATTERNS OF GENERALIZATION,
OVERGENERALIZATION, AND LEARNING OF GRAMMATICAL DISTINCTIONS
CAN ALSO BE FOUND IN ENGLISH AND RUSSIAN LANGUAGE
ACQUISITION. THESE OBSERVATIONS INDICATE THAT A GREAT DEAL
MAY BE LEARNED ABOUT GENERAL CHILD LANGUAGE ACQUISITION

THROUGH COMPARING RESULTS OF STUDIES DONE IN DIFFERENT
LANGUAGE FAMILIES. THIS PAPER WAS READ AT A SYMPOSIUM ON
GRAMMAR AND VERBAL BEHAVIOR IN CHILDREN, CONVENTION OF
WESTERN PSYCHOLOGICAL ASSOCIATION (HONOLULU, JUNE 18, 1965).
(JD)

ED 012 016

AL 000 381

THE CONTEXTUAL ANALYSIS OF SYMBOLISM IN LANGUAGE.

BY- LAFFAL, JULIUS

PUB DATE 29 DEC 66

EDRS PRICE MF-\$0.09 HC-\$0.60 15P.

DESCRIPTORS- *SYMBOLIC LANGUAGE, DISTRICT OF COLUMBIA,
FREUDIAN ANALYSIS, LANGUAGE RESEARCH, PSYCHOLINGUISTICS,

A TECHNIQUE OF ANALYSIS OF SYMBOLISM IS PRESENTED, BASED
ON THE IDEA THAT WORDS WHICH APPEAR IN CLOSE ASSOCIATION IN
THE SPEECH OR WRITING OF AN INDIVIDUAL ARE PSYCHOLOGICALLY
CLOSELY RELATED. THE LATENT MEANING, OR SYMBOLISM, OF A WORD
IS ELUCIDATED BY SHOWING HOW CLOSE IT IS, CONCEPTUALLY, TO
OTHER SELECTED WORDS OR THEMES IN THE INDIVIDUAL'S LANGUAGE.
A TECHNIQUE, "THE ANALYSIS OF CONTEXTUAL ASSOCIATES," IS
BASED ON THESE CONCEPTS. IF ONE TOOK A KEY WORD AND
ABSTRACTED LIMITED VERBAL CONTEXTS SURROUNDING IT WHEREVER IT
APPEARED, ONE WOULD HAVE A MATRIX OF CONTEXTS IN CLOSE
ASSOCIATION WITH THE KEY WORD. THESE CONTEXTS WOULD PROVIDE A
PICTURE OF THE KINDS OF IDEAS CLOSELY ASSOCIATED WITH THE KEY
WORD. THE AUTHOR DISCUSSED THIS TECHNIQUE AS APPLIED TO THE
WRITING OF DANIEL PAUL SCHREBER, A PROMINENT JUDGE IN GERMANY
IN THE 19TH CENTURY, WHICH HAD CAUSED SOME CONTROVERSY
BETWEEN THOSE USING FREUDIAN ANALYSIS AND THOSE WITH
DIFFERENT OPINIONS. THIS PAPER WAS PRESENTED AT THE MEETING
OF THE AMERICAN ASSOCIATION FOR THE ADVANCEMENT OF SCIENCE
(133D, WASHINGTON, D.C., DECEMBER 29, 1966). (RS)

ED 012 017

AL 000 439

ANNOTATED BIBLIOGRAPHY OF RAND PUBLICATIONS IN COMPUTATIONAL
LINGUISTICS.

BY- MAYS, DAVID G. AND OTHERS

RAND CORP., SANTA MONICA, CALIF.

REPORT NUMBER RM-3894-3

PUB DATE JUN 67

EDRS PRICE MF-\$0.09 HC-\$1.08 47P.

DESCRIPTORS- *COMPUTATIONAL LINGUISTICS, *INFORMATION
RETRIEVAL, *LINGUISTIC THEORY, *PSYCHOLINGUISTICS,
CYBERNETICS, DOCUMENTATION, LANGUAGE TYPOLOGY, MACHINE
TRANSLATION, MATHEMATICAL LINGUISTICS, RUSSIAN, SANTA MONICA,

THIS REVISED ANNOTATED BIBLIOGRAPHY LISTS 145 RAND
PUBLICATIONS IN COMPUTATIONAL LINGUISTICS, INCLUDING SUCH
AREAS AS LINGUISTIC RESEARCH METHODS, STUDIES ON THE RUSSIAN
AND ENGLISH LANGUAGES, INFORMATION RETRIEVAL,
PSYCHOLINGUISTICS, AND CHARACTER READERS. ENTRIES ON THE
RUSSIAN LANGUAGE ARE FURTHER ORGANIZED AS ANALYSES OF TEXTS
AND GLOSSARIES, SYNTAX, AND SEMANTICS, WHILE ANOTHER SECTION
OF THE BIBLIOGRAPHY COVERS PROBLEMS IN MACHINE TRANSLATION.
THIS PUBLICATION ALSO INCLUDES A LIST OF FOREIGN AND DOMESTIC
DEPOSIT LIBRARIES WHERE COPIES OF ALL REPORTS CONTAINED IN
THE BIBLIOGRAPHY CAN BE FOUND. WITH THE EXCEPTION OF
COMMERCIALLY PUBLISHED BOOKS BY RAND AUTHORS AND ARTICLES
THAT HAVE APPEARED IN COMMERCIAL EDITIONS, ALL ENTRIES AND
THE BIBLIOGRAPHY ITSELF ARE AVAILABLE DIRECTLY FROM THE RAND

REPORTS DEPARTMENT, 1700 MAIN ST., SANTA MONICA, CALIFORNIA
90406. (FB)

ED 012 018

AL ODD 443

BASIC COURSE IN MENDE.

BY- SPEARS, RICHARD A.

NORTHWESTERN UNIV., EVANSTON, ILL.

REPORT NUMBER BR-6-1491-2

PUB DATE 67

CONTRACT OEC-6-061491-1633

EDRS PRICE MF-\$0.81 HC-\$23.16 579P.

DESCRIPTORS- *LANGUAGE INSTRUCTION, *MENDE, *TONE LANGUAGES, EVANSTON, INSTRUCTIONAL MATERIALS, LIBERIA, PATTERN DRILLS (LANGUAGE), PRONUNCIATION INSTRUCTION, SIERRA LEONE, TAPE RECORDINGS, UNCOMMONLY TAUGHT LANGUAGES,

THIS BASIC COURSE IN MENDE, A TONE LANGUAGE OF LIBERIA AND SIERRA LEONE, IS DESIGNED TO BE TAUGHT BY A LINGUIST AND AN INFORMANT TO LINGUISTICALLY ORIENTED STUDENTS. THE TEXT COMPRISES TWO SECTIONS, THE FIRST CONTAINING A VOCABULARY, USEFUL PHRASES AND "NARRATIVE DRILLS" TO ACCOMPANY THE 18 SLIDES PREPARED FOR THE COURSE. THE NARRATIVES ARE DESIGNED TO BE USED AS SELF-INSTRUCTIONAL DRILLS. THE SLIDES PROVIDE A GENERAL CULTURAL BACKGROUND. THE SECOND SECTION COMPRISES 22 LESSON UNITS EACH OF WHICH DEALS WITH A PARTICULAR FEATURE OF THE LANGUAGE. THESE LESSONS CONTAIN EXPLANATORY NOTES ON STRUCTURE, AND LOCATIVE AND NOMINATIVE PHRASE DRILLS WHICH PREPARE THE STUDENTS TO FORM FULL SENTENCES. ALL DRILLS ARE ACCOMPANIED BY TRANSLATIONS. THE GENERAL EMPHASIS THROUGHOUT IS ON TONE AND MORPHOPHONEMICS. THE INSTRUCTIONAL MATERIALS INCLUDE TAPES. (AMH)

ED 012 019

AL ODD 444

SHORT COURSE IN MENDE.

BY- SPEARS, RICHARD A.

NORTHWESTERN UNIV., EVANSTON, ILL.

REPORT NUMBER BR-6-1491-1

PUB DATE 67

CONTRACT OEC-3-6-061491-1633

EDRS PRICE MF-\$0.36 HC-\$0.00 200P.

DESCRIPTORS- *LANGUAGE INSTRUCTION, *MENDE, *TONE LANGUAGES, EVANSTON, INSTRUCTIONAL MATERIALS, LIBERIA, PATTERN DRILLS (LANGUAGE), PRONUNCIATION INSTRUCTION, SIERRA LEONE, TAPE RECORDINGS, UNCOMMONLY TAUGHT LANGUAGES,

THIS SHORT COURSE IN MENDE (A TONE LANGUAGE OF LIBERIA AND SIERRA LEONE) IS AN ABRIDGEMENT OF THE BASIC COURSE IN MENDE AND CONSISTS OF THE MOST "IMMEDIATELY USEFUL" PARTS OF THE BASIC COURSE. THESE PARTS INCLUDE A VOCABULARY, USEFUL PHRASES, AND "NARRATIVE DRILLS" TO BE USED WITH THE ACCOMPANYING 18 SLIDES, IN ADDITION TO CHAPTERS ON PHONOLOGY AND TONE. THIS MATERIAL MAY BE USED BY STUDENTS WHO ARE NOT LINGUISTICALLY ORIENTED. (AMH)

ED 012 020

AL ODD 446

HAITIAN CREOLE BASIC COURSE. PART I, PROGRAMMED INSTRUCTION, STUDENT WORKBOOK.

BY- VALDMAN, ALBERT AND OTHERS

INDIANA UNIV., BLOOMINGTON

REPORT NUMBER BR-5-1300-1

PUB DATE 67

CONTRACT OEC-5-14-064

EDRS PRICE MF-\$0.27 HC-\$5.16 129P.

DESCRIPTORS- *AUDIOLINGUAL METHODS, *HAITIAN CREOLE, *LANGUAGE INSTRUCTION, *PROGRAMED TEXTS, BLOOMINGTON, CONTRASTIVE LINGUISTICS, FAULAS PRESOIR ORTHOGRAPHY, FRENCH CREOLE, WORKBOOKS,

THIS STUDENT WORKBOOK IS DESIGNED TO HELP THE STUDENT PACE HIS PROGRESS THROUGH THE TAPES OF THE SELF-INSTRUCTIONAL HAITIAN CREOLE BASIC COURSE. THE FOREWORD TO THE WORKBOOK INTRODUCES GOALS AND METHODS AND EXPLAINS THE GENERAL ORGANIZATION OF THE COURSE. THE ACTUAL PRESENTATION AND DRILL OF NEW MATERIAL TAKES PLACE ON THE TAPES WHILE THE CORRESPONDING CHAPTER IN THE WORKBOOK GUIDES THE STUDENT WITH (1) KEYS TO TAPED PRONUNCIATION EXERCISES, (2) FURTHER STATEMENTS ABOUT GRAMMAR AND PHONOLOGY, (3) SHORT NOTES ON CULTURAL USAGE RELEVANT TO MATERIAL PRESENTED ON THE TAPES, (4) WRITTEN EXERCISES AND KEYS TO THE EXERCISES, AND (5) CUMULATIVE VOCABULARY LISTS. ALTHOUGH THE COURSE IS PRIMARILY AUDIOLINGUAL, THE WORKBOOK PROVIDES PRACTICE IN READING AND WRITING USING A MODIFIED FAULAS-PRESSOIR ORTHOGRAPHY. THERE IS A TAPE SCRIPT OF THE MATERIAL ON THE TAPES AVAILABLE FOR REFERENCE. (JD)

ED 012 021

AL ODD 447

HAITIAN CREOLE BASIC COURSE. PART I, PROGRAMMED INTRODUCTION, TAPE SCRIPT.

BY- VALDMAN, ALBERT AND OTHERS

INDIANA UNIV., BLOOMINGTON

REPORT NUMBER BR-5-1300-2

PUB DATE 67

CONTRACT OEC-5-14-064

EDRS PRICE MF-\$0.36 HC-\$10.52 263P.

DESCRIPTORS- *AUDIOLINGUAL METHODS, *HAITIAN CREOLE, *LANGUAGE INSTRUCTION, *PROGRAMED TEXTS, BLOOMINGTON, CONTRASTIVE LINGUISTICS, FAULAS PRESOIR ORTHOGRAPHY, FRENCH CREOLE,

THIS COURSE IS PROGRAMED FOR SELF-INSTRUCTION AND SELF-TESTING AND IS APPROPRIATE FOR TEACHING EDUCATED ADULT SPEAKERS OF ENGLISH WITH NO TRAINING IN LINGUISTICS ENOUGH HAITIAN CREOLE TO "GET AROUND" IN HAITI. THE CORE OF THE COURSE IS THE MATERIAL PRESENTED AND DRILLED ON TAPES. THE STUDENT LISTENS TO EXPLANATIONS IN ENGLISH OF CONTRASTING ENGLISH-CREOLE PHONOLOGICAL AND GRAMMATICAL FEATURES AND THEN PRACTICES AUDIOLINGUAL DRILLS ON THE POINTS PRESENTED. THE STUDENT IS GUIDED IN HIS PROGRESS BY AN ACCOMPANYING STUDENT WORKBOOK CLOSELY COORDINATED TO THE TAPES. THE TAPE SCRIPT SERVES AS A REFERENCE FOR STUDENTS, TEACHERS, OR SUPERVISORS, BUT IT IS NOT ESSENTIAL TO THE LEARNING PROCESS, BEING MERELY A RECORD OF THE MATERIAL PRESENTED ON THE TAPES. (JD)

ED 012 022

AL ODD 449

MORE BASIC COURSE.

BY- LEHR, MARIANNE AND OTHERS

FOREIGN SERVICE INST., WASHINGTON, D.C.

REPORT NUMBER BR-5-1206-1

PUB DATE 68

CONTRACT OEC-SAE-9129

EDRS PRICE MF-\$0.54 HC-\$15.24 381P.

DESCRIPTORS- *AFRICAN LANGUAGES, *LANGUAGE INSTRUCTION, *MOSSI, DISTRICT OF COLUMBIA, LANGUAGES, TAPE RECORDINGS, TONE LANGUAGES,

THIS BASIC COURSE IN MORE, AN AFRICAN TONE LANGUAGE SPOKEN BY THE MOSSI PEOPLE OF UPPER VOLTA, IS INTENDED TO PROVIDE THE STUDENT WITH DIALOGS THAT RELATE TO SOME OF THE FIRST SITUATIONS IN WHICH HE IS LIKELY TO USE THE LANGUAGE, AS WELL AS WITH SYSTEMATIC PRACTICE IN ALL MAJOR POINTS OF GRAMMAR. THE COURSE COMPRISES 48 UNITS DIVIDED INTO THREE CYCLES. CYCLE ONE IS DEVOTED MAINLY TO SOCIALLY USEFUL SET EXPRESSIONS AND TO GENERAL NOTES ON SOCIAL USAGE AND THE MAJOR POINTS OF GRAMMAR. CYCLE TWO CONCENTRATES ON DEVELOPING FULLER CONTROL OF THE LANGUAGE STRUCTURE WITHIN THE CONTEXT OF HIGH FREQUENCY SITUATIONS. CYCLE THREE PRESENTS ADDITIONAL MATERIAL FOR COMPREHENSION AND CONVERSATION PRACTICE AIMED AT THE CONSOLIDATION OF SKILLS DEVELOPED IN CYCLE TWO. THE INTRODUCTION PROVIDES A SYNOPSIS OF THE STRUCTURE AND PHONOLOGY. A MORE-ENGLISH GLOSSARY OF STEMS AND RELATED WORDS, AND AN INDEX OF STRUCTURES ARE APPENDED. THE ACCOMPANYING TAPE RECORDINGS AND TEXT WERE BASED ON THE SPEECH OF ADAMA BALINA, A MOSSI FROM UPPER VOLTA. THIS DOCUMENT IS ALSO AVAILABLE FROM THE SUPERINTENDENT OF DOCUMENTS, U.S. GOVERNMENT PRINTING OFFICE, WASHINGTON, D.C. 20402, FOR \$1.75. (AMH)

ED 012 023

AL DOD 450

SHONA BASIC COURSE.
BY- STEVICK, EARL W.
FOREIGN SERVICE INST., WASHINGTON, D.C.
REPORT NUMBER BR-5-1206-2
CONTRACT SAE-9129
EDRS PRICE MF-\$0.72 HC-\$21.44 536P.

PUB DATE 65

DESCRIPTORS- #LANGUAGE INSTRUCTION, #PATTERN DRILLS (LANGUAGE), #SHONA, DISTRICT OF COLUMBIA, GRAMMAR, LANGUAGES, MOZAMBIQUE, PRONUNCIATION INSTRUCTION, RHODESIA, STRUCTURAL ANALYSIS, TAPE RECORDINGS, TONE LANGUAGES,

THIS BASIC COURSE IN SHONA, ONE OF THE TWO PRINCIPAL LANGUAGES OF RHODESIA AND PARTS OF ADJACENT MOZAMBIQUE, IS INTENDED TO PROVIDE THE STUDENT WITH DIALOG THAT RELATE TO SOME OF THE SITUATIONS IN WHICH HE IS LIKELY TO USE THE LANGUAGE, AS WELL AS PROVIDE HIM WITH SYSTEMATIC PRACTICE ON ALL MAJOR POINTS OF GRAMMAR. THE TEXT CONSISTS OF 49 UNITS OF DIALOGS AND DRILLS, EACH UNIT PRESENTING SPECIFIC FEATURES OF STRUCTURE WITH EXPLANATORY NOTES. A SHONA-ENGLISH INDEXED GLOSSARY IS APPENDED. BECAUSE SHONA, A TONE LANGUAGE, CONSISTS OF A NUMBER OF DIALECTS, THE TEXT ATTEMPTS TO REPRESENT SIMULTANEOUSLY IN THE TRANSCRIPTION SEVERAL DIFFERENT PRONUNCIATIONS, IN TONE AS WELL AS IN VOWELS AND CONSONANTS. SHONA TEXTS, EXERCISES, AND VOICING FOR THE ACCOMPANYING TAPES WERE FURNISHED BY MR. AND MRS. MATTHEW MATARANYIKA. THIS DOCUMENT IS ALSO AVAILABLE FROM THE SUPERINTENDENT OF DOCUMENTS, U.S. GOVERNMENT PRINTING OFFICE, WASHINGTON, D.C. 20402, FOR \$2.50. (AMH)

ED 012 024

AL DOD 480

LANGUAGE RESEARCH IN PROGRESS. REPORT NUMBER 1, JUNE 1965, CROSS-REFERENCED LIST OF DOCUMENTED LANGUAGE RESEARCH PROJECTS CURRENT JANUARY - MAY 1965.
BY- HAYES, ALFRED S. AND OTHERS
CENTER FOR APPLIED LINGUISTICS, WASHINGTON, D.C.
REPORT NUMBER CAL-1-JUN-1965
EDRS PRICE MF-\$0.09 HC-\$1.64 41P.

PUB DATE JUN 65

DESCRIPTORS- #BIBLIOGRAPHIES, #LANGUAGE RESEARCH, #LINGUISTICS, APPLIED LINGUISTICS, DISTRICT OF COLUMBIA, LANGUAGE DEVELOPMENT, LANGUAGES, PSYCHOLINGUISTICS, READING DEVELOPMENT, SOCIOLINGUISTICS, SPEECH HANDICAPS, SPEECH THERAPY,

THIS FOUR-PART REPORT LISTS 438 LANGUAGE RESEARCH PROJECTS. PART I LISTS PROJECTS BY PRINCIPAL INVESTIGATOR, INSTITUTION, AND TITLE. PART II LISTS, ALPHABETICALLY, PERSONS WORKING ON ONE OR MORE OF THESE RECORDED PROJECTS. PART III LISTS MAIN SUBJECT CATEGORIES AND SUBCATEGORIES, BASED ON KEY WORDS SELECTED FROM THE REPORTS. PART IV IS AN ALPHABETIZED AND CROSS-REFERENCED THESAURUS OF SUBJECT-MATTER HEADINGS. LANGUAGE RESEARCH IN PROGRESS PROPOSES TO FOLLOW THIS FIRST BIBLIOGRAPHY WITH SUCCEEDING PUBLICATIONS AT APPROXIMATELY 6-MONTH INTERVALS. (AMH)

ED 012 025

AL DOD 481

LANGUAGE RESEARCH IN PROGRESS. REPORT NUMBER 4, FEBRUARY 1967, A CROSS-REFERENCED LIST OF DOCUMENTED LANGUAGE RESEARCH PROJECTS CURRENT JUNE - DECEMBER 1966.
BY- HAYES, ALFRED S. VARLEY, JOY
CENTER FOR APPLIED LINGUISTICS, WASHINGTON, D.C.
REPORT NUMBER CAL-4-FEB-1967
EDRS PRICE MF-\$0.09 HC-\$2.16 54P.

PUB DATE FEB 67

DESCRIPTORS- #BIBLIOGRAPHIES, #LANGUAGE RESEARCH, #LINGUISTICS, APPLIED LINGUISTICS, DISTRICT OF COLUMBIA, LANGUAGE DEVELOPMENT, LANGUAGES, PSYCHOLINGUISTICS, READING DEVELOPMENT, SOCIOLINGUISTICS, SPEECH THERAPY,

INFORMATION ON 633 LANGUAGE RESEARCH PROJECTS IS CONTAINED IN THIS BIBLIOGRAPHY, THE FOURTH OF A SERIES PUBLISHED BY LANGUAGE RESEARCH IN PROGRESS (LRIP). PART I COMPRISES A THESAURUS AND CATEGORY LISTING. PART II IS AN ALPHABETICAL LISTING OF INVESTIGATORS AND INSTITUTIONS. PART III IS A NUMERICAL LISTING OF PROJECTS. A FURTHER LIST OF ONGOING RESEARCH PROJECTS FOR WHICH NO ABSTRACTS ARE AVAILABLE IS APPENDED. THE FOURTH VOLUME OF THE SERIES, AS WELL AS THE FIRST VOLUME, ARE AVAILABLE FROM EDRS. THE SECOND AND THIRD VOLUMES ARE AVAILABLE FROM THE CENTER FOR APPLIED LINGUISTICS, 1717 MASSACHUSETTS AVENUE, N.W., WASHINGTON, D.C. 20036. (AMH)

ED 012 026

AL DOD 497

LANGUAGE AND COMMUNICATION PROBLEMS IN SOUTHERN APPALACHIA.
BY- STEWART, WILLIAM A.
CENTER FOR APPLIED LINGUISTICS, WASHINGTON, D.C.
EDRS PRICE MF-\$0.09 HC-\$1.72 43P.

PUB DATE AUG 67

DESCRIPTORS- #CULTURALLY DISADVANTAGED, #ENGLISH INSTRUCTION, #NEGRO DIALECTS, #NONSTANDARD DIALECTS, APPALACHIAN REGION, EDUCATIONAL LABORATORY, APPLIED LINGUISTICS, DISTRICT OF COLUMBIA, MOUNTAIN SPEECH, RURAL RESETTLEMENT, SOCIAL DIALECTS, SOCIOLINGUISTICS,

A LINGUISTIC FIELD SURVEY OF THE ENGLISH SPOKEN IN THE CULTURAL-GEOGRAPHICAL AREA OF APPALACHIA SHOWS THAT THERE ARE AT LEAST TWO MAJOR NONSTANDARD DIALECTS IN CURRENT USE. THE DIALECT FAMILY MOST COMMONLY ASSOCIATED WITH THE APPALACHIAN REGION IS MOUNTAIN SPEECH. ALTHOUGH WELL STRUCTURED AND

EXPRESSIVE IN ITS OWN RIGHT, IT HAS COME TO BE CONSIDERED INFERIOR, UNGRAMMATICAL, AND OF LOW SOCIAL STATUS. THE NEGRO DIALECT SPOKEN IN APPALACHIA HAS EVEN LESS SOCIAL STATUS AND IS OFTEN MISTAKENLY IDENTIFIED WITH MOUNTAIN SPEECH. PROGRAMS FOR TEACHING STANDARD ENGLISH IN THIS AREA SHOULD BE BASED ON A UNDERSTANDING OF WHICH ETHNIC AND CULTURAL GROUPS USE THESE DIALECTS, HOW EACH OF THE DIALECTS CONTRASTS WITH STANDARD ENGLISH, AND THE SPECIAL LINGUISTIC TECHNIQUES WHICH HAVE BEEN DEVELOPED FOR TEACHING STANDARD ENGLISH TO SPEAKERS OF NONSTANDARD DIALECTS. THE AUTHOR BRIEFLY OUTLINES A WIDE RANGE OF RESEARCH, MATERIALS, AND ACTION PROGRAMS WHICH COULD BE UNDERTAKEN BY THE APPALACHIAN REGIONAL EDUCATIONAL LABORATORY TO IMPROVE LANGUAGE TEACHING. HE ALSO APPENDS A BIBLIOGRAPHY OF ARTICLES, BOOKS, AND PAMPHLETS CONCERNED WITH LANGUAGE AND LANGUAGE-RELATED SOCIAL STRUCTURE IN APPALACHIA. THIS DOCUMENT IS ALSO AVAILABLE FROM THE LANGUAGE IN EDUCATION PROGRAM OF THE CENTER FOR APPLIED LINGUISTICS, 1717 MASSACHUSETTS AVENUE, WASHINGTON, D.C., 20036. (JD)

ED 012 027

AL ODD 511

KOREAN LITERATURE, TOPICS AND THEMES.

BY- LEE, PETER H.

AMERICAN COUNCIL OF LEARNED SOCIETIES, NEW YORK

REPORT NUMBER ACLS-PROJ-35

PUB DATE

65

EDRS PRICE MF-\$0.27 HC-\$6.00 152P.

DESCRIPTORS- *CHINESE, *KOREAN, *KOREAN CULTURE, *LITERATURE, ASIAN HISTORY, COMPARATIVE ANALYSIS, EUROPEAN HISTORY, HISTORICAL REVIEWS, NEW YORK CITY, THE ASSOCIATION FOR ASIAN STUDIES, TUCSON,

THIS TEXT WAS DEVELOPED PURSUANT TO A CONTRACT BETWEEN THE U.S. OFFICE OF EDUCATION AND THE AMERICAN COUNCIL OF LEARNED SOCIETIES (ACLS) AS PROJECT NUMBER 35 OF RESEARCH AND STUDIES IN URALIC AND ALTAIC LANGUAGES OF ACLS. THE PURPOSE OF THE BOOK IS TO STUDY THE VERNACULAR GENRES OF VERSE AND PROSE IN KOREA, BEGINNING WITH THE EARLIEST GENRES IN OLD AND MIDDLE KOREAN POEMS, DEALING IN TURN WITH FICTION IN CHINESE AND KOREAN, THE DRAMA AND WRITINGS IN CHINESE, AND ENDING WITH 20TH-CENTURY VERSE AND PROSE. INCLUDED ARE A CHART OF VERNACULAR GENRES, A COMPARATIVE CHRONOLOGY OF KOREAN AND WESTERN LITERARY FIGURES AND EVENTS, SELECTED BIBLIOGRAPHIES, AND A GLOSSARY AND INDEX OF PERSONAL NAMES AS WELL AS OTHER PROPER NAMES AND TERMS. THIS BOOK WAS PUBLISHED FOR THE ASSOCIATION FOR ASIAN STUDIES BY THE UNIVERSITY OF ARIZONA PRESS, 1005 N. PALM ROAD, TUCSON, ARIZONA. (AMN)

ED 012 028

AL ODD 513

A GLOSSARY OF JAPANESE NEOLOGISMS.

BY- BAILEY, DON C.

PUB DATE

62

EDRS PRICE MF-\$0.27 HC-\$7.44 106P.

DESCRIPTORS- *DICTIONARIES, *GLOSSARIES, *JAPANESE, ENGLISH, IDIOMS, KENKYUSHA, LEXICOGRAPHY, VOCABULARY,

THIS GLOSSARY COMPRISES A LIST OF USEFUL NEW WORDS AND PHRASES IN CURRENT USE NOT FOUND IN JAPANESE-ENGLISH DICTIONARIES, SPECIFICALLY KENKYUSHA'S NEW JAPANESE-ENGLISH DICTIONARY, 1954 EDITION, WHICH HAS SERVED AS THE MODEL IN MOST RESPECTS FOR THE FORMAT AND STYLE. ROMANIZATION OF THE ORTHOGRAPHY FOLLOWS A MODIFIED HEPBURN SYSTEM AND THE

JAPANESE TRANSCRIPTION IS IN THE POSTWAR OR ABBREVIATED FORMS OF CHINESE CHARACTERS. INDICATIONS OF PARTS OF SPEECH REFER TO JAPANESE USAGE ONLY. FREQUENT CROSS-REFERENCES TO RELATED WORDS IN MOST CASES REFER TO THE KENKYUSHA DICTIONARY. THIS BOOK WAS PUBLISHED BY THE UNIVERSITY OF ARIZONA PRESS, 1005 N. PALM ROAD, TUCSON, ARIZONA. (AMN)

ED 012 029

AL ODD 514

THE IMPROVEMENT OF WRITTEN EXPRESSION AND COMPOSITION IN THE MOTHER TONGUE.

BY- REGEV, ZINA ORTAR, GINA

HEBREW UNIV., JERUSALEM (ISRAEL)

REPORT NUMBER BR-5-1403

PUB DATE

67

ISRAEL GOVT., JERUSALEM, MINISTRY OF EDUC. AND CULT

CONTRACT OEC-4-21-012

EDRS PRICE MF-\$0.54 HC-\$13.56 339P.

DESCRIPTORS- *COMPOSITION SKILLS (LITERARY), *EXPERIMENTAL CURRICULUM, *PARAGRAPH COMPOSITION, ISRAEL, JERUSALEM, LANGUAGE DEVELOPMENT, PATTERN DRILLS (LANGUAGE), TEACHING TECHNIQUES,

AN EXPERIMENTAL PILOT PROJECT WAS ESTABLISHED DURING THE 1962-63 SCHOOL YEAR IN VARIOUS ISRAELI SECONDARY SCHOOLS TO EXAMINE PROBLEMS IN TEACHING WRITTEN COMPOSITION. THE PROJECT USED EXPERIMENTAL AND CONTROL GROUPS COMPARING TWO SYSTEMS OF INSTRUCTION--(1) THE ASSIGNMENT AND CORRECTION OF COMPOSITIONS, AND (2) A STRUCTURED SYSTEM OF STAGE-BY-STAGE INSTRUCTION IN A PREDETERMINED PLAN. A SECONDARY AIM WAS TO NOTE IF THE SYSTEMATIZED TEACHING OF COMPOSITION SKILLS WOULD LEAD TO IMPROVEMENT IN GENERAL LINGUISTIC ACHIEVEMENT. STAGE A OF THE PROJECT CONSISTED OF ADMINISTERING STRUCTURED EXERCISES ON THE PARAGRAPH--ORGANIZATION, CONTENT, AND KEY SENTENCES. STAGE B WAS CONCERNED WITH THE IMPROVEMENT OF LINGUISTIC FAILURES DETECTED FROM STUDENT COMPOSITIONS PREPARED DURING STAGE A. THE RESULTS OF THE EXPERIMENT INDICATED THAT THE STRUCTURED COURSE ENABLED STUDENTS TO WRITE BETTER-ORGANIZED PARAGRAPHS AND COMPOSITIONS THAN DID TRADITIONAL METHODS. THIS RESEARCH PROJECT RESUME ALSO INCLUDES SAMPLE EXERCISES AND CHARTS OF ACHIEVEMENT RATINGS. (FB)

ED 012 030

AL ODD 516

QUECHUA LANGUAGE MATERIALS PROJECT, GUIDE TO THE MATERIALS.

BY- SOLA, DONALD F.

CORNELL UNIV., ITHACA, N.Y.

REPORT NUMBER BR-5-1231-13

PUB DATE

1 JAN 67

CONTRACT SAE-9513

EDRS PRICE MF-\$0.09 HC-\$1.36 34P.

DESCRIPTORS- *AUDIOLINGUAL METHODS, *CURRICULUM GUIDES, *INSTRUCTIONAL MATERIALS, *LANGUAGES, *QUECHUA, *TEACHING GUIDES, AYACUCHO, BOLIVIA, COCHABAMBA, CUZCO, DIALECT STUDIES, ITHACA, KECNUA, PERU, TAPE RECORDINGS,

THIS GUIDEBOOK DESCRIBES THE NATURE AND USE OF THE MATERIALS PREPARED FOR TEACHING THREE OF THE MAIN DIALECTS OF QUECHUA TO SPEAKERS OF ENGLISH INTERESTED IN WORKING OR DOING RESEARCH IN THE ANDEAN REGION. DESCRIPTIVE AND PEDAGOGICAL MATERIALS HAVE BEEN PREPARED FOR EACH OF THREE IMPORTANT DIALECTS--CUZCO AND AYACUCHO IN PERU, AND COCHABAMBA IN BOLIVIA. EACH SPOKEN QUECHUA COURSE CONSISTS OF TWO

MINEOGRAPHED VOLUMES OF STUDY UNITS (APPROXIMATELY 120 CLASS HOURS PER VOLUME), A READER, AND A COMPLETE, STRUCTURAL LINGUISTIC ANALYSIS OF THE DIALECT WHICH SERVES THE STUDENT AS A REFERENCE BOOK. A TRIDIALECTAL DICTIONARY HAS ALSO BEEN PREPARED TO ACCOMPANY THE COURSES GIVING EQUIVALENTS IN SPANISH AND THE THREE DIALECTS FOR 3,000 ENGLISH EXPRESSIONS. ALL OF THE EXERCISES AND THE SECOND-LEVEL READING MATERIALS HAVE BEEN TAPE-RECORDED BY NATIVE SPEAKERS. THE MATERIAL PRESENTED IS IN THE CONTEXT OF THE DAILY LIFE AND CUSTOMS OF THE ANDEAN INDIANS. THE GUIDEBOOK ALSO SERVES AS A TEACHERS' HANDBOOK OF SPECIFIC TEACHING PROCEDURES TO BE USED WITH THESE LINGUISTICALLY BASED MATERIALS. (JD)

ED 012 031

AL DDD 517

ENGLISH-QUECHUA DICTIONARY--CUZCO, AYACUCHO, COCHABAMBA.
BY- PARKER, GARY AND OTHERS
CORNELL UNIV., ITHACA, N.Y.
REPORT NUMBER BR-5-1231-14
CONTRACT SAE-9513
EDRS PRICE MF-\$0.27 HC-\$6.32 158P.

PUB DATE 30 AUG 64

DESCRIPTORS- *DIALECT STUDIES, *DICTIONARIES, *LANGUAGES, *QUECHUA, AYACUCHO, BOLIVIA, COCHABAMBA, CUZCO, ITHACA, KECHUA, PERU, TRANSLATION,

WRITTEN TO SUPPLEMENT THE AUTHORS' SPOKEN QUECHUA MATERIALS, THIS TRIDIALECTAL DICTIONARY PROVIDES THE SPEAKER OF ENGLISH WHO HAS HAD SOME TRAINING IN QUECHUA GRAMMAR WITH A MEANS OF ACCESS TO ADDITIONAL VOCABULARY IN THE CUZCO, AYACUCHO, AND COCHABAMBA DIALECTS. ALL THE QUECHUA WORDS AND PHRASES INCLUDED ARE IN ACTUAL USE AND WERE GATHERED FROM FIELD EXPERIENCE OR WORK WITH NATIVE INFORMANTS. SINCE THE APPROXIMATELY 3,000 ENTRIES ARE LISTED ALPHABETICALLY BY THE ENGLISH EQUIVALENT FOR THE QUECHUA WORDS BEING GIVEN, THE USER DOES NOT HAVE ACCESS TO QUECHUA WORDS HE MAY WANT TO IDENTIFY. IMMEDIATELY AFTER THE ENGLISH KEY WORD A SPANISH EQUIVALENT IS GIVEN, PRIMARILY FOR THE INFORMATION OF SPANISH-SPEAKING USERS. THE PART OF SPEECH IS THEN GIVEN WITH EQUIVALENTS OF THE TERM IN THE THREE DIALECTS. TRANSCRIPTION IS BASED ON THE PHONEMIC SYSTEM OF EACH DIALECT AS USED IN THE SPOKEN QUECHUA COURSE MATERIALS. (JD)

ED 012 032

AL DDD 518

SPOKEN CUZCO QUECHUA, UNITS 1-6.
BY- SOLA, DONALD F. AND OTHERS
CORNELL UNIV., ITHACA, N.Y.
REPORT NUMBER BR-5-1231-1
CONTRACT SAE-9513
EDRS PRICE MF-\$0.18 HC-\$4.76 119P.

PUB DATE 1 JUN 67

DESCRIPTORS- *AUDIOLINGUAL SKILLS, *DIALECT STUDIES, *INSTRUCTIONAL MATERIALS, *LANGUAGES, *QUECHUA, CUZCO, ITHACA, PERU,

THE MATERIALS IN THIS VOLUME COMPRISE SIX UNITS WHICH PRESENT BASIC ASPECTS OF CUZCO QUECHUA PHONOLOGY, MORPHOLOGY, AND SYNTAX FOR THE BEGINNING STUDENT. THE SIX UNITS ARE DESIGNED FOR APPROXIMATELY 120 HOURS OF SUPERVISED CLASS WORK WITH OUTSIDE PREPARATION EXPECTED OF THE STUDENT. EACH UNIT CONSISTS OF A DIALOGUE TO BE MEMORIZED, A DIALOGUE REVIEW, A SECTION ON GRAMMAR WITH ACCOMPANYING EXERCISES, CONVERSATION, "LISTENING-IN" (PRACTICE IN AUDITORY COMPREHENSION), AND

DICTATION. BASED ON A CONTRASTIVE LINGUISTIC ANALYSIS OF ENGLISH AND QUECHUA, THE MATERIAL IS SUITABLE FOR BOTH LINGUISTS AND OTHER STUDENTS OF QUECHUA. CULTURAL BACKGROUND AND VOCABULARY REFLECT CURRENT USAGE IN THE ANDEAN INDIAN COMMUNITIES IN THE CUZCO AREA OF PERU. (JD)

ED 012 033

AL DDD 519

SPOKEN CUZCO QUECHUA, UNITS 7-12.
BY- SOLA, DONALD F. AND OTHERS
CORNELL UNIV., ITHACA, N.Y.
REPORT NUMBER BR-5-1231-2
CONTRACT OEC-SAE-9513
EDRS PRICE MF-\$0.18 HC-\$4.48 112P.

PUB DATE 1 JUN 67

DESCRIPTORS- *AUDIOLINGUAL SKILLS, *DIALECT STUDIES, *INSTRUCTIONAL MATERIALS, *LANGUAGES, *QUECHUA, CUZCO, ITHACA, PERU,

THIS SECOND VOLUME OF AN INTRODUCTORY COURSE IN SPOKEN CUZCO QUECHUA ALSO COMPRISES ENOUGH MATERIAL FOR ONE INTENSIVE SUMMER SESSION COURSE OR ONE SEMESTER OF SEMI-INTENSIVE INSTRUCTION (120 CLASS HOURS). THE METHOD OF PRESENTATION IS ESSENTIALLY THE SAME AS IN THE FIRST VOLUME WITH FURTHER CONTRASTIVE, LINGUISTIC ANALYSIS OF ENGLISH-QUECHUA STRUCTURE AND INTENSIVE DRILL OF MODEL PHRASES. STUDENTS WHO COMPLETE THIS COURSE SHOULD HAVE LEARNED TO READ AND WRITE IN QUECHUA AND TO UNDERSTAND, REPEAT, AND GENERATE FREQUENTLY USED CUZCO QUECHUA EXPRESSIONS. (JD)

ED 012 034

AL DDD 520

CUZCO READER.
BY- SOLA, DONALD F.
CORNELL UNIV., ITHACA, N.Y.
REPORT NUMBER BR-5-1231-3
CONTRACT OEC-SAE-9513
EDRS PRICE MF-\$0.27 HC-\$7.00 175P.

PUB DATE 30 AUG 64

DESCRIPTORS- *DIALECT STUDIES, *INSTRUCTIONAL MATERIALS, *LANGUAGES, *QUECHUA, *READING MATERIALS, CUZCO, FOLK CULTURE, ITHACA, LEGENDS, PERU,

WRITTEN TO ACCOMPANY THE SPOKEN CUZCO QUECHUA MATERIALS, THIS READER CONSISTS OF SHORT SELECTIONS ACTUALLY RECORDED IN THE FIELD AND REPRESENTING SEVERAL SUBDIALECTS SPOKEN IN RURAL SECTIONS OF THE DEPARTMENT OF CUZCO, PERU. INCLUDED ARE DIALOGS, STORIES, SONGS, CULTURAL SELECTIONS, AND INTERVIEWS. THE FORMAT GIVES THE CUZCO QUECHUA DIALECT AND THE TRANSLATION INTO SPANISH ON FACING PAGES. THE AUTHORS ASSUME THAT ALL STUDENTS OF QUECHUA ARE REASONABLY FLUENT IN SPANISH AND THAT REFERENCES TO CULTURAL OBJECTS, ACTIVITIES, AND CONCEPTS OF THIS AREA ARE MADE MORE EASILY IN SPANISH THAN IN ENGLISH. ALTHOUGH THE READER MAY BE USED AT ANY TIME AFTER THE STUDENT HAS SOME KNOWLEDGE OF BASIC GRAMMAR AND VOCABULARY, IT IS PRIMARILY INTENDED TO BE FOLLOWUP MATERIAL AFTER COMPLETION OF THE TWO-VOLUME COURSE. (JD)

ED 012 035

AL DDD 521

THE STRUCTURE OF CUZCO QUECHUA.
BY- SOLA, DONALD F. AND OTHERS
CORNELL UNIV., ITHACA, N.Y.
REPORT NUMBER BR-5-1231-4

PUB DATE 1 JUN 67

CONTRACT OEC-SAE-9513
EDRS PRICE MF-\$0.18 HC-\$4.36 109P.

DESCRIPTORS- #DESCRIPTIVE LINGUISTICS, #DIALECT STUDIES, #LANGUAGES, #QUECHUA, #STRUCTURAL ANALYSIS, CUZCO, GRAMMAR, ITHACA, MORPHOLOGY (LANGUAGES), PERU, PHONETICS, SYNTAX,

THIS DETAILED, LINGUISTIC ANALYSIS DOES NOT CONTRAST ENGLISH AND QUECHUA PHONOLOGY AND GRAMMAR BUT RATHER ATTEMPTS TO DESCRIBE THE DISTRIBUTIONAL AND SEMANTIC CATEGORIES PARTICULAR TO CUZCO QUECHUA IN A THOROUGH AND SCIENTIFIC MANNER. IT CAN BE USED IN THE FIELD TO IDENTIFY UNFAMILIAR UTTERANCES OR TO HELP UNDERSTAND HOW NATIVE SPEAKERS COMMUNICATE IN THIS COMPLEX LANGUAGE. A SERIOUS STUDENT WHO WISHES TO LEARN OTHER DIALECTS OF QUECHUA COULD USE THIS DESCRIPTIVE GRAMMAR AS A BASIS FOR COMPARISON. IT IS WRITTEN ON A TECHNICAL LEVEL OF LINGUISTIC DESCRIPTION, BUT CAN BE USED BY THOSE WITH A BACKGROUND IN GENERAL LINGUISTICS OR SOME TRAINING IN QUECHUA DIALECTS. (JD)

ED 012 036 56 AL 000 522
SPOKEN COCHABAMBA QUECHUA, UNITS 1-12.
BY- SOLA, DONALD F. LASTRA, YOLANDA
CORNELL UNIV., ITHACA, N.Y.
REPORT NUMBER BR-5-1231-5 PUB DATE 30 AUG 64
CONTRACT OEC-SAE-9513
EDRS PRICE MF-\$0.27 HC-\$5.72 143P.

DESCRIPTORS- #AUDIOLINGUAL SKILLS, #DIALECT STUDIES, #INSTRUCTIONAL MATERIALS, #LANGUAGES, #QUECHUA, BOLIVIA, COCHABAMBA, ITHACA,

THE FIRST OF TWO VOLUMES PREPARED FOR TEACHING THE COCHABAMBA DIALECT OF QUECHUA TO SPEAKERS OF ENGLISH, THIS DOCUMENT IS MADE UP OF 12 UNITS THAT COMPRISE A 6-WEEK INTENSIVE COURSE OF 20 CLASS HOURS A WEEK. EACH UNIT CONSISTS OF ONE OR MORE DIALOGS TO BE MEMORIZED, A DIALOG REVIEW, A SECTION ON GRAMMAR WITH ACCOMPANYING EXERCISES, CONVERSATION, AND "LISTENING-IN" (PRACTICE IN AUDITORY COMPREHENSION). BASED ON A CONTRASTIVE LINGUISTIC ANALYSIS OF ENGLISH AND COCHABAMBA QUECHUA, THE MATERIAL IS SUITABLE FOR BOTH LINGUISTS AND OTHER STUDENTS OF QUECHUA. THE EMPHASIS IS ON ACQUIRING AUDIOLINGUAL SKILLS AND THE DIALOGS HAVE BEEN TAPE RECORDED. (JD)

ED 012 037 56 AL 000 523
SPOKEN COCHABAMBA QUECHUA, UNITS 13-24.
BY- SOLA, DONALD F. LASTRA, YOLANDA
CORNELL UNIV., ITHACA, N.Y.
REPORT NUMBER BR-5-1231-6 PUB DATE 30 AUG 64
CONTRACT OEC-SAE-9513
EDRS PRICE MF-\$0.27 HC-\$7.60 192P.

DESCRIPTORS- #AUDIOLINGUAL SKILLS, #DIALECT STUDIES, #INSTRUCTIONAL MATERIALS, #QUECHUA, BOLIVIA, COCHABAMBA, ITHACA, LANGUAGES,

UNITS 13-24 OF THE SPOKEN COCHABAMBA QUECHUA COURSE FOLLOW THE GENERAL FORMAT OF THE FIRST VOLUME (UNITS 1-12). THIS SECOND VOLUME IS INTENDED FOR USE IN AN INTERMEDIATE OR ADVANCED COURSE AND INCLUDES MORE COMPLEX DIALOGS, CONVERSATIONS, "LISTENING-INS," AND DICTATIONS, AS WELL AS

GRAMMAR AND EXERCISE SECTIONS COVERING ADDITIONAL GRAMMATICAL POINTS. SOME MATTERS OF STRUCTURE ARE DEALT WITH IN MORE DETAIL THAN WAS POSSIBLE IN THE BEGINNING COURSE. THE CULTURAL REFERENCES AND VOCABULARY USED REFER TO THE AREA IN AND AROUND THE CITY OF COCHABAMBA, BOLIVIA. (JD)

ED 012 038 AL 000 524
COCHABAMBA READER.
BY- LASTRA, YOLANDA
CORNELL UNIV., ITHACA, N.Y.
REPORT NUMBER BR-5-1231-7 PUB DATE 30 AUG 64
CONTRACT OEC-SAE-9513
EDRS PRICE MF-\$0.18 HC-\$3.16 79P.

DESCRIPTORS- #DIALECT STUDIES, #FOLK CULTURE, #INSTRUCTIONAL MATERIALS, #LANGUAGES, #QUECHUA, #READING MATERIALS, BOLIVIA, COCHABAMBA, ITHACA,

INTENDED AS FOLLOWUP MATERIAL AFTER THE COMPLETION OF THE TWO-VOLUME SPOKEN COCHABAMBA COURSE, THIS READER CONSISTS OF A SINGLE LONG STORY, "JUANITO," WRITTEN BY OSCAR TERAN. IT HAS BEEN USED AS A RADIO SCRIPT FOR A SERIES OF BROADCASTS FROM A COCHABAMBA STATION WHICH SERVES THE SURROUNDING INDIGENOUS POPULATION. THE MATERIAL IS PRESENTED ON FACING PAGES IN COCHABAMBA QUECHUA AND SPANISH TRANSLATION. (JD)

ED 012 039 AL 000 525
THE STRUCTURE OF COCHABAMBA QUECHUA.
BY- SOLA, DONALD F. LASTRA, YOLANDA
CORNELL UNIV., ITHACA, N.Y.
REPORT NUMBER BR-5-1231-8 PUB DATE 30 AUG 64
CONTRACT OEC-SAE-9513
EDRS PRICE MF-\$0.18 HC-\$4.48 112P.

DESCRIPTORS- #DESCRIPTIVE LINGUISTICS, #DIALECT STUDIES, #LANGUAGES, #QUECHUA, #STRUCTURAL ANALYSIS, BOLIVIA, COCHABAMBA, GRAMMAR, ITHACA, MORPHOLOGY (LANGUAGES), PHONETICS, SYNTAX,

THE PURPOSE OF THIS STUDY IS TO DESCRIBE THE MAIN STRUCTURAL ASPECTS OF COCHABAMBA QUECHUA. IT IS INTENDED TO SERVE AS A REFERENCE BOOK FOR LINGUISTS AND THOSE LEARNING THIS DIALECT. THE INTRODUCTION DISCUSSES THE STUDY'S PURPOSE, INFORMANTS, METHODS, TERMINOLOGY, AND NOTATION. THE AUTHORS THEN EXAMINE IN SEPARATE CHAPTERS PHONOLOGY, MORPHOPHONETICS, CONSTRUCTIONS, PHRASE STRUCTURE, CLAUSES, AND SENTENCE FORMS. MANY EXAMPLES ARE GIVEN TO ILLUSTRATE THE COMPLEX GRAMMATICAL SYSTEM OF THIS DIALECT. ALTHOUGH THE TERMINOLOGY USED IS TECHNICAL, NONLINGUISTS WITH SOME EXPERIENCE IN QUECHUA CAN PROFIT FROM ITS COMPLETE AND SCIENTIFIC TREATMENT OF FORMS AND CATEGORIES OF MEANING. (JD)

ED 012 040 AL 000 526
SPOKEN AYACUCHO QUECHUA, UNITS 1-10.
BY- SOLA, DONALD F. PARKER, GARY J.
CORNELL UNIV., ITHACA, N.Y.
REPORT NUMBER BR-5-1231-9 PUB DATE 1 JUN 63
CONTRACT OEC-SAE-9513
EDRS PRICE MF-\$0.27 HC-\$6.80 170P.

DESCRIPTORS- #AUDIOLINGUAL SKILLS, #DIALECT STUDIES, #INSTRUCTIONAL MATERIALS, #LANGUAGES, #QUECHUA, AYACUCHO, (C)

ITHACA, SOUTH CENTRAL PERU,

THIS BEGINNING COURSE IN AYACUCHO QUECHUA, SPOKEN BY ABOUT A MILLION PEOPLE IN SOUTH-CENTRAL PERU, WAS PREPARED TO INTRODUCE THE PHONOLOGY AND GRAMMAR OF THIS DIALECT TO SPEAKERS OF ENGLISH. THE FIRST OF TWO VOLUMES, IT SERVES AS A TEXT FOR A 6-WEEK INTENSIVE COURSE OF 20 CLASS HOURS A WEEK. THE AUTHORS COMPARE AND CONTRAST SIGNIFICANT FEATURES OF QUECHUA AND ENGLISH FOR PEDAGOGICAL PURPOSES IN TEACHING THIS HIGHLY INFLECTED AND COMPLEX LANGUAGE. THE MATERIAL IS PRESENTED IN 10 UNITS, EACH OF WHICH CONSISTS OF A DIALOG TO BE MEMORIZED, A DIALOG REVIEW, A SECTION ON GRAMMAR WITH ACCOMPANYING EXERCISES, CONVERSATION, "LISTENING-IN" (PRACTICE IN AUDITORY COMPREHENSION), AND DICTATION. DIALOGS AND EXERCISE MATERIALS HAVE BEEN TAPE RECORDED. (JD)

ED 012 041

AL DDD 527

SPOKEN AYACUCHO QUECHUA, UNITS 11-20.

BY- SOLA, DONALD F. PARKER, GARY J.

CORNELL UNIV., ITHACA, N.Y.

REPORT NUMBER BR-5-1231-10

PUB DATE 30 AUG 64

CONTRACT OEC-SAE-9513

EDRS PRICE MF-\$0.10 HC-\$4.52 113P.

DESCRIPTORS- #AUDIOLINGUAL SKILLS, #DIALECT STUDIES, #INSTRUCTIONAL MATERIALS, #LANGUAGES, #QUECHUA, AYACUCHO, ITHACA, SOUTH CENTRAL PERU,

THE ESSENTIALS OF AYACUCHO GRAMMAR WERE PRESENTED IN THE FIRST VOLUME OF THIS SERIES, SPOKEN AYACUCHO QUECHUA, UNITS 1-10. THE 10 UNITS IN THIS VOLUME (11-20) ARE INTENDED FOR USE IN AN INTERMEDIATE OR ADVANCED COURSE, AND PRESENT THE STUDENT WITH LENGTHIER AND MORE COMPLEX DIALOGS, CONVERSATIONS, "LISTENING-INS," AND DICTATIONS AS WELL AS MORE GRAMMATICAL DETAILS. THE ANALYSIS OF QUECHUA SYNTAX MADE HERE USES TECHNICAL LINGUISTIC TERMINOLOGY AND ASSUMES THE STUDENT HAS SOME KNOWLEDGE OF BASIC LINGUISTIC CONCEPTS. (JD)

ED 012 042

AL DDD 528

AYACUCHO READER.

BY- PARKER, GARY J.

CORNELL UNIV., ITHACA, N.Y.

REPORT NUMBER BR-5-1231-11

PUB DATE 30 AUG 63

CONTRACT OEC-SAE-9513

EDRS PRICE MF-\$0.27 HC-\$7.36 184P.

DESCRIPTORS- #DIALECT STUDIES, #FOLK CULTURE, #LANGUAGES, #QUECHUA, #READING MATERIALS, AYACUCHO, ITHACA, LEGENDS, PERU,

INTENDED FOR USE AFTER COMPLETION OF THE SPOKEN AYACUCHO COURSE, THIS VOLUME CONTAINS 19 PROSE SELECTIONS AND 11 PAGES OF VERSE AND LYRICS. THE STORIES WERE SELECTED TO ILLUSTRATE THE COMPLETE RANGE OF QUECHUA ORAL TRADITION IN THE AYACUCHO SPEECH AREA. INCLUDED ARE STORIES OF SUPERNATURAL BEINGS, TALES OF HUMAN FOLLY, ANIMAL STORIES, HUMOROUS STORIES, AND A PRE-INCAN MYTH. THESE TALES ARE FOLLOWED BY A COLLECTION OF VERSES, GATHERED FROM VARIOUS SOURCES IN THE FIELD AND INTENDED TO ILLUSTRATE GENERAL TOPICAL AND STYLISTIC CHARACTERISTICS. THE VERSES ARE NOT TRANSLATED BUT THE PROSE SELECTIONS APPEAR ON FACING PAGES WITH A SPANISH TRANSLATION. (JD)

ED 012 043

AL DDD 529

THE STRUCTURE OF AYACUCHO QUECHUA.

BY- SOLA, DONALD F. PARKER, GARY J.

CORNELL UNIV., ITHACA, N.Y.

REPORT NUMBER BR-5-1231-12

CONTRACT OEC-SAE-9513

EDRS PRICE MF-\$0.27 HC-\$6.48 162P.

DESCRIPTORS- #DESCRIPTIVE LINGUISTICS, #DIALECT STUDIES, #LANGUAGES, #QUECHUA, #STRUCTURAL ANALYSIS, AYACUCHO, GRAMMAR, ITHACA, MORPHOLOGY (LANGUAGES), PERU, PHONOLOGY, SYNTAX,

THIS LINGUISTIC DESCRIPTION OF AYACUCHO QUECHUA IS INTENDED TO BE A FAIRLY COMPLETE ANALYSIS OF THE SPOKEN LANGUAGE. USED WITH THE AUTHORS' SPOKEN AYACUCHO QUECHUA COURSE, IT IS A COMPREHENSIVE REFERENCE WORK FOR THE STUDENT AS WELL AS A CONTRIBUTION TO THE FIELD OF DESCRIPTIVE LINGUISTICS. BECAUSE OF THE HIGH DEGREE OF INFLECTION AND SYNTACTIC COMPLEXITY OF QUECHUA, THIS DESCRIPTION IS STRONGLY ORIENTED TOWARD MORPHOLOGY, THE METHOD AND TERMINOLOGY EMPLOYED IS BASICALLY TAKEN FROM HOCKETT (1950) WITH A FEW SPECIAL TERMS FOR QUECHUA TAKEN FROM SOLA (1950). QUITE TECHNICAL IN APPROACH, THIS DOCUMENT IS OF VALUE TO THOSE WITH TRAINING IN QUECHUA OR LINGUISTICS. (JD)

ED 012 044

AL DDD 530

AN ENGLISH-AMHARIC DICTIONARY OF EVERYDAY USAGE, PART I, (A-L).

BY- LESLAW, WOLF

REPORT NUMBER BR-5-0944-1

CONTRACT OEC-6-14-006

EDRS PRICE MF-\$0.54 HC-\$15.68 392P.

DESCRIPTORS- #AMHARIC, #DICTIONARIES, #ENGLISH, #LANGUAGES, BASIC VOCABULARY, ETHIOPIA, LANGUAGE RESEARCH, PEACE CORPS, SEMITIC LANGUAGES,

THIS VOLUME, (A-L), COMPRISES THE FIRST HALF OF THE FIRST MODERN ENGLISH-AMHARIC DICTIONARY. (AMHARIC IS THE NATIONAL LANGUAGE OF ETHIOPIA.) THIS TWO-PART DICTIONARY HAS BEEN COMPILED FOR THE BENEFIT OF THE STUDENT WHO KNOWS THE AMHARIC SCRIPT AND IS FAMILIAR WITH THE ESSENTIALS OF AMHARIC GRAMMAR. LIMITED IN SCOPE, THIS DICTIONARY INCLUDES ONLY THE ESSENTIAL ITEMS OF SPOKEN AND WRITTEN AMHARIC, PRESENTING THEM IN CONTEXTUAL SENTENCES. AN OCCASIONAL ENGLISH ITEM FOR WHICH THERE IS NO AMBIGUITY IS SIMPLY RENDERED BY THE AMHARIC EQUIVALENT. THE SELECTIONS ARE BASED ON EDUCATED COLLOQUIAL USAGE. THIS IS AN EXPERIMENTAL EDITION. (AMH)

ED 012 045

AL DDD 531

AN ENGLISH-AMHARIC DICTIONARY OF EVERYDAY USAGE, PART II, (L-Z).

BY- LESLAW, WOLF

REPORT NUMBER BR-5-0944-2

CONTRACT OEC-6-14-006

EDRS PRICE MF-\$0.54 HC-\$15.52 388P.

DESCRIPTORS- #AMHARIC, #DICTIONARIES, #ENGLISH, #LANGUAGES, BASIC VOCABULARY, ETHIOPIA, LANGUAGE RESEARCH, PEACE CORPS, SEMITIC LANGUAGES,

THIS VOLUME, (L-2), COMPRISES THE SECOND HALF OF THE FIRST MODERN ENGLISH-AMHARIC DICTIONARY. THIS TWO-PART DICTIONARY HAS BEEN PREPARED FOR THE STUDENT FAMILIAR WITH THE SCRIPT AND GRAMMAR OF AMHARIC, THE NATIONAL LANGUAGE OF ETHIOPIA. THE SELECTIONS, LIMITED IN SCOPE, ARE BASED ON EDUCATED COLLOQUIAL AND ARE PRESENTED IN CONTEXTUAL SENTENCES. THIS IS AN EXPERIMENTAL EDITION. (AHM)

ED 012 046

AL DOD 533

STUDENTS' MANUAL OF MODERN FORMAL TAMIL.
BY- LISKE, LEIGH VAIDYANATHAN, S.
PENNSYLVANIA UNIV., PHILADELPHIA
REPORT NUMBER BR-5-1239
CONTRACT OEC-2-14-023
EDRS PRICE MF-\$1.26 HC-\$36.64 921P.

PUB DATE 66

DESCRIPTORS- *LANGUAGE INSTRUCTION, *LANGUAGES, *TAMIL, CULTURAL CONTEXT, GLOSSARIES, INDIA, MADRAS STATE, PATTERN DRILLS (LANGUAGE), PHILADELPHIA, STRUCTURAL ANALYSIS, TAMILNAD,

A BEGINNING TEXT IN TAMIL, ONE OF THE MOST WIDELY SPOKEN DRAVIDIAN LANGUAGES IN INDIA, IS PRESENTED. THE FORMAL LANGUAGE STYLE USED IN THESE MATERIALS REPRESENTS THE STYLE USED IN LECTURES, RADIO BROADCASTS, AND CITATION FORMS, AND IS ESSENTIALLY THE SPOKEN VERSION OF THE MODERN STANDARD WRITTEN TAMIL. THIS MANUAL, WHILE SERVING AS INTRODUCTION TO BOTH THE FORMAL SPOKEN AND THE MODERN STANDARD WRITTEN FORMS, DOES NOT REFLECT THE COLLOQUIAL FORMS OF THE LANGUAGE. THE AUTHOR SUGGESTS THAT THE SERIOUS STUDENT OF TAMIL SHOULD USE THIS MANUAL IN CONJUNCTION WITH MATERIALS IN COLLOQUIAL TAMIL. THE LESSONS ARE GRADED SO THAT TAMIL ORTHOGRAPHY IS INTRODUCED AFTER THE SOUNDS AND CERTAIN BASIC PATTERNS ARE DRILLED. THE CONTENT OF THE READING TEXTS IN EACH LESSON PROVIDES A BACKGROUND OF THE CULTURE OF TAMILNAD AND INDIA IN GENERAL. AN "INTRODUCTION TO TAMIL WRITING" AND A CUMULATIVE TAMIL-ENGLISH GLOSSARY ACCOMPANY THE 15 LESSON UNITS. (AHM)

ED 012 047

AL DOD 538

INTRODUCTION TO THE DACCIA DIALECT OF BENGALI.
BY- RAY, PUNYA SLOKA AND OTHERS
CHICAGO UNIV., ILL.
REPORT NUMBER BR-5-1203
CONTRACT OE-5-14-041
EDRS PRICE MF-\$0.45 HC-\$12.80 320P.

PUB DATE 66

DESCRIPTORS- *BENGALI, *CONTRASTIVE LINGUISTICS, *LANGUAGE INSTRUCTION, CHICAGO, DACCIA DIALECT, DIALECTS, ENGLISH, PHONOLOGY, TAPE RECORDINGS,

THIS INTRODUCTORY STUDENT'S TEXT IS BASED ON A MODIFIED FORM OF BENGALI, AS SPOKEN IN AND AROUND DACCIA, THE CAPITAL CITY OF EAST PAKISTAN. THE TEXT CONSISTS OF A CONTRASTIVE ANALYSIS OF ENGLISH AND DACCIA BENGALI PHONOLOGY, AND 15 LESSON UNITS, ACCOMPANIED BY TAPES CORRELATED WITH THE CONVERSATION BUILDUPS AND DRILLS. THE MATERIAL IS DESIGNED TO DEVELOP ORAL SKILLS BEFORE INTRODUCING THE WRITTEN LANGUAGE. THE GENERAL FORMAT AND METHODOLOGY OF THIS BOOK FOLLOW "AN INTRODUCTION TO BENGALI, PART I," BY EDWARD C. DIMOCK AND OTHERS, EAST WEST CENTER PRESS, 1965. THIS EARLIER TEXT BY DIMOCK, HOWEVER, WAS BASED ON THE "STANDARD COLLOQUIAL" BENGALI WHICH IS SPOKEN THROUGHOUT WEST BENGAL AND EAST

PAKISTAN AND WHICH DIFFERS FAIRLY RADICALLY IN PHONOLOGY, MORPHOLOGY, AND LEXICON FROM THE BENGALI OF DACCIA. (AHM)

ED 012 048

CG DOD 035

THE EVALUATION OF REHABILITATION COUNSELOR PERFORMANCE--A SURVEY OF STATE AGENCY PRACTICES.
BY- HUTHARD, JOHN E. MILLER, LEONARD A.
IOWA UNIV., IOWA CITY, COLL. OF EDUCATION

PUB DATE 66

EDRS PRICE MF-\$0.09 HC-\$1.32 33P.

DESCRIPTORS- *COUNSELOR EVALUATION, *COUNSELOR PERFORMANCE, *REHABILITATION COUNSELING, *STATE PROGRAMS, *STATISTICAL SURVEYS, EVALUATION METHODS, IOWA CITY, RANK ORDER CORRELATION, REHABILITATION PROGRAMS, VOCATIONAL REHABILITATION,

A QUESTIONNAIRE, SENT TO DIRECTORS OF 89 PUBLIC, STATE VOCATIONAL REHABILITATION AGENCIES AND OF AGENCIES WHICH SERVE THE BLIND, WAS DESIGNED PRIMARILY TO SURVEY PRESENT PRACTICES USED IN EVALUATING COUNSELORS ON THEIR STAFF. MULTIPLE-CHOICE-TYPE QUESTIONS REQUIRED TWO TYPES OF ANSWERS--THE VARIOUS COUNSELOR CHARACTERISTICS CONSIDERED OR REQUIRED IN EVALUATIONS AND HOW IMPORTANT SUCH CHARACTERISTICS WERE THOUGHT TO BE. NINETY-SEVEN PERCENT OF THE QUESTIONNAIRES WERE RETURNED. FINDINGS SHOWED THAT THE GENERAL EVALUATION PRACTICES OF THESE AGENCIES USUALLY FOLLOWED STANDARD PERSONNEL PRACTICES, EXCEPT THAT ALMOST HALF OF THE AGENCIES LACK A STANDARD COUNSELOR EVALUATION FORM. THE 29 COUNSELOR CHARACTERISTICS WHICH WERE RATED ON IMPORTANCE, REQUIREDNESS, AND METHOD OF ASSESSMENT WERE CLUSTERED INTO THREE CATEGORIES--PERSONAL, PERFORMANCE, AND ABILITY-KNOWLEDGE. OF THE THREE CLASSES, ABILITY-KNOWLEDGE QUALITIES ARE MORE OFTEN REQUIRED BY ALL TYPES AND SIZES OF AGENCIES. TWO APPROACHES TO MEASURING THE CONGRUENCE BETWEEN REQUIREDNESS AND IMPORTANCE OF COUNSELOR CHARACTERISTICS FOR LARGE, MEDIUM, AND SMALL AGENCIES SUGGEST THAT MEDIUM-SIZED AGENCIES ARE LESS CONGRUENT THAN OTHERS. THIS DOCUMENT WAS PUBLISHED IN "THE CRITERIA PROBLEM IN REHABILITATION COUNSELING" AS CHAPTER II (PP. 8-15), APPENDIX A (PP. 65-70), APPENDIX H (PP. 110-117), AND REFERENCES (PP. 125-129). (P9)

ED 012 049

CG DOD 036

STRUCTURED CASE REVIEW STUDY.
BY- HUTHARD, JOHN E. MILLER, LEONARD A.
IOWA UNIV., IOWA CITY, COLL. OF EDUCATION

PUB DATE 66

EDRS PRICE MF-\$0.09 HC-\$1.48 37P.

DESCRIPTORS- *CASE RECORDS, *COUNSELOR EVALUATION, *EVALUATION TECHNIQUES, *REHABILITATION COUNSELING, *STATISTICAL SURVEYS, COWORKER RATING BLANK, INTERCORRELATIONS, IOWA CITY, PEARSON PRODUCT MOMENT CORRELATION, RATING SCALES, RELIABILITY ESTIMATES, STATE PROGRAMS, STRUCTURED CASE REVIEW BLANK (SCRB), VOCATIONAL REHABILITATION,

THIS STUDY EXAMINES A PROCEDURE FOR USING THE WRITTEN CASE RECORD AS A CRITERION FOR EVALUATING REHABILITATION COUNSELOR PERFORMANCE IN STATE "DVR" (STATE-FEDERAL GENERAL VOCATIONAL REHABILITATION PROGRAM) AGENCIES. THE RESEARCHERS OUTLINE CERTAIN OBJECTIVES (TECHNICAL, AGENCY SERVICES, AND

STAFF DEVELOPMENT) AS DESIRABLE IN THE EVALUATION PROCEDURES OF SUCH AGENCIES. BASED UPON EARLIER WORK DESCRIBING CRITICAL REQUIREMENTS IN REHABILITATION, THE STRUCTURED CASE REVIEW BLANK (SCRB) WAS DEVELOPED. SUPERVISORS WERE TRAINED TO USE THIS BLANK WHICH ASSESSED NINE AREAS OF COUNSELOR PERFORMANCE AND FOUR ADDITIONAL ASPECTS OF CLERICAL COMPETENCE. RATINGS OBTAINED FROM 26 SUPERVISORS OF 143 COUNSELORS WERE INTERCORRELATED WITH EACH OTHER AND WITH OTHER CRITERIA. RATINGS OF CASE RECORDS ARE ABOUT AS RELIABLE AS OTHER TYPES OF RATINGS USED TO EVALUATE COUNSELOR PERFORMANCE. BECAUSE AN ANALYSIS OF RELATIONSHIPS WITHIN THE SCRB HAS SHOWN RATHER HIGH INTERCORRELATIONS AMONG THE DIMENSIONS, GROUPS, AND TOTAL SCORES OF THE BLANK, SCRB RATINGS HAVE BEEN REJECTED IN THE DIFFERENTIAL ANALYSIS OF COUNSELOR PERFORMANCE. THIS DOCUMENT WAS PUBLISHED IN "THE CRITERIA PROBLEM IN REHABILITATION COUNSELING" AS CHAPTER III (PP. 16-27), APPENDIX B (PP. 71-72), APPENDIX C (PP. 73-82), APPENDIX H (PP. 120-122), AND REFERENCES (PP. 123-129). (P5)

ED 012 050

CG 000 037

CRITERIA FOR COUNSELOR PERFORMANCE.

BY- NUTHARD, JOHN E. MILLER, LEONARD A.
IOWA UNIV., IOWA CITY, COLL. OF EDUCATION

PUB DATE 66

EDRS PRICE MF-\$0.09 HC-\$1.08 27P.

DESCRIPTORS- *COUNSELOR EVALUATION, *COUNSELOR PERFORMANCE, *REHABILITATION COUNSELING, *STATISTICAL SURVEYS, CLUSTER ANALYSIS, COWORKER RATING BLANK, EVALUATION TECHNIQUES, IOWA CITY, JOB SATISFACTION INVENTORY, PEARSON PRODUCT MOMENT CORRELATION, STATE PROGRAMS, VOCATIONAL REHABILITATION,

THIS RESEARCH CONCERNS THE RELATIONSHIPS AMONG REHABILITATION COUNSELOR PERFORMANCE CRITERIA CURRENTLY BEING USED OR READILY AVAILABLE TO STATE VOCATIONAL REHABILITATION AGENCIES. THE 143 COUNSELORS STUDIED CAME FROM MIDDLE-SIZED AGENCIES IN SIX STATES AND, SINCE COWORKER RATINGS WERE REQUIRED, THE SAMPLE WAS LIMITED TO COUNSELORS WORKING WITH TWO OTHER COUNSELORS AND A SUPERVISOR. THE FOLLOWING PERFORMANCE MEASURES AND RATING PROCEDURES--THE COWORKER RATING BLANK, SUPERVISOR RATINGS, EFFICIENCY RATINGS, JOB SATISFACTION INVENTORY, AVERAGE CASELOAD, AVERAGE NUMBER OF CLOSURES, AND CASELOAD VELOCITY INDEX--ARE DESCRIBED AND RELIABILITY DATA GIVEN. THE EIGHT VARIABLES WHICH RESULTED WERE CORRELATED AND A CLUSTER ANALYSIS OF THE MEASURES WAS MADE. THE TWO RESULTING CLUSTERS WERE "CASE MANAGEMENT" AND "PERFORMANCE RATING." THIS DOCUMENT WAS PUBLISHED IN "THE CRITERIA PROBLEM IN REHABILITATION COUNSELING" AS CHAPTER IV (PP. 28-34), APPENDIX C (PP. 73-82), AND REFERENCES (PP. 123-129). (P5)

ED 012 051

CG 000 038

VALUES AND ATTITUDES OF VOCATIONAL REHABILITATION PERSONNEL TOWARD THE REHABILITATION COUNSELOR'S JOB.

BY- NUTHARD, JOHN E. MILLER, LEONARD A.
IOWA UNIV., IOWA CITY, COLL. OF EDUCATION

PUB DATE 66

EDRS PRICE MF-\$0.09 HC-\$1.20 30P.

DESCRIPTORS- *ADMINISTRATOR ATTITUDES, *COUNSELOR EVALUATION, *REHABILITATION COUNSELING, *STATISTICAL SURVEYS, ATTITUDES, CORRELATIONS, COUNSELOR PERFORMANCE, CRITICAL BEHAVIOR

SCALES, IOWA CITY, STATE PROGRAMS, VALUES, VOCATIONAL REHABILITATION,

THE SELECTION OF ANY INDEX AS A STANDARD OF EFFECTIVE COUNSELOR PERFORMANCE INVOLVES A JUDGMENT ABOUT WHAT A GOOD COUNSELOR DOES. HOWEVER, INDIVIDUALS OR GROUPS WHO USE DIFFERENT PREMISES TO DECIDE WHAT IS RELEVANT TO SUCCESS MAKE IT DIFFICULT TO DETERMINE WHETHER SPECIFIC PROCEDURES OR PRACTICES ARE ASSOCIATED WITH DESIRABLE COUNSELOR BEHAVIOR. FOR THIS REASON, A COMPARISON OF PERCEPTIONS HELD BY SELECTED REHABILITATION GROUPS (COUNSELORS, DISTRICT SUPERVISORS, AND ADMINISTRATORS) TOWARD COUNSELING BEHAVIOR WAS CONDUCTED USING A SPECIALLY DESIGNED INVENTORY, THE CRITICAL BEHAVIOR SCALES INVENTORY. AS EXPECTED, REHABILITATION COUNSELOR EDUCATORS WERE MOST DIFFERENT FROM STATE AGENCY REHABILITATION PERSONNEL. STATE AGENCY PERSONNEL APPEARED TO VALUE ACTIVE COUNSELOR BEHAVIOR MORE THAN EDUCATORS. HOWEVER, THE PREDICTED SIMILARITY BETWEEN EDUCATORS AND TRAINED COUNSELORS IN STATE AGENCIES AND OTHER SETTINGS DID NOT MATERIALIZE. DIFFERENCES BETWEEN GROUPS ARE DISCUSSED WITH RESPECT TO POSSIBLE ENVIRONMENTAL AND GROUP INFLUENCES. SOME IMPLICATIONS FOR COMMUNICATION BETWEEN GROUPS AND TRAINING PROGRAMS FOR REHABILITATION COUNSELORS ARE ALSO PRESENTED. THIS DOCUMENT WAS PUBLISHED IN "THE CRITERIA PROBLEM IN REHABILITATION COUNSELING" AS CHAPTER V (PP. 35-41), APPENDIX E (PP. 83-95), AND REFERENCES (PP. 123-129). (P5)

ED 012 052

CG 000 039

JOB SATISFACTION AND REHABILITATION COUNSELOR PERFORMANCE.

BY- NUTHARD, JOHN E. MILLER, LEONARD A.
IOWA UNIV., IOWA CITY, COLL. OF EDUCATION

PUB DATE 66

EDRS PRICE MF-\$0.09 HC-\$0.92 23P.

DESCRIPTORS- *COUNSELOR EVALUATION, *COUNSELOR PERFORMANCE, *REHABILITATION COUNSELING, *STATISTICAL SURVEYS, CLUSTER ANALYSIS, CORRELATIONS, IOWA CITY, JOB SATISFACTION, JOB SATISFACTION INVENTORY, STATE PROGRAMS, VOCATIONAL REHABILITATION,

THIS STUDY EXAMINED THE JOB SATISFACTIONS OF REHABILITATION COUNSELORS USING A SAMPLE OF 143 COUNSELORS FROM SIX "DVR" (STATE-FEDERAL GENERAL VOCATIONAL REHABILITATION PROGRAM) AGENCIES. A REVISED FORM OF THE JOB SATISFACTION INVENTORY, ORIGINALLY DEVELOPED BY JOHNSON (1955), ASSESSING SATISFACTIONS WITH EIGHT DIMENSIONS OF THE JOB (RELATIONS WITH ASSOCIATES, RELATIONS WITH EMPLOYER, INTEREST IN JOB, JOB INFORMATION, WORK CONDITION, GOALS, PHYSICAL AND MENTAL EXERTION, AND FINANCES), WAS USED TO COLLECT INFORMATION ON THE NATURE OF COUNSELOR JOB SATISFACTION AND TO UNDERSTAND THE RELATIONSHIPS OF SUCH SATISFACTIONS WITH OTHER CRITERIA OF PERFORMANCE. A CLUSTER ANALYSIS PERFORMED ON THE CORRELATION MATRICES OF MALE AND FEMALE COUNSELORS RESPECTIVELY FOUND THE JOB SATISFACTION OF MALE AND FEMALE COUNSELORS TO BE SIMILAR. HOWEVER, THE ASSOCIATION OF SATISFACTION WITH OTHER CRITERIA OF PERFORMANCE WAS DEPENDENT TO SOME EXTENT ON THE SEX OF THE COUNSELOR. THIS DOCUMENT WAS PUBLISHED IN "THE CRITERIA PROBLEM IN REHABILITATION COUNSELING" AS CHAPTER VI (PP. 42-47), APPENDIX D (PP. 76-82), AND REFERENCES (PP. 123-129). (P5)

ED 012 053

CG DDD 040

THE VALIDITY OF TWO PREDICTORS OF COUNSELOR SATISFACTION AND COUNSELOR SATISFACTORINESS.

BY- NUTHARD, JOHN E. MILLER, LEONARD A.
IOWA UNIV., IOWA CITY, COLL. OF EDUCATION

PUB DATE 66

EDRS PRICE MF-\$0.09 HC-\$1.08 27P.

DESCRIPTORS- *COUNSELOR EVALUATION, *PREDICTIVE MEASUREMENT, *REHABILITATION COUNSELING, *STATISTICAL SURVEYS, CORRELATIONS, COUNSELOR PERFORMANCE, IOWA CITY, JOB SATISFACTION, PEARSON PRODUCT MOMENT CORRELATION, PERSONAL HISTORY AND OPINION INVENTORY, PREDICTIVE VALIDITY, REHABILITATION INFORMATION AND KNOWLEDGE TEST, STATE PROGRAMS, VOCATIONAL REHABILITATION,

TWO HYPOTHESES RELATING THE AMOUNT OF RISK-TAKING A COUNSELOR DISPLAYS TO HIS JOB SUCCESS AND JOB SATISFACTION WERE PROPOSED. HOWEVER, RISK-TAKING, AS MEASURED BY WILLINGNESS TO BET ON ANSWERS TO A REHABILITATION INFORMATION AND KNOWLEDGE TEST GIVEN TO 83 COUNSELORS IN FOUR STATES, LACKED A RELATIONSHIP OF PRACTICAL SIGNIFICANCE. A SECOND STUDY WAS UNDERTAKEN TO EXPLORE THE FEASIBILITY OF RELATING BIOGRAPHICAL DATA TO CERTAIN COUNSELOR PERFORMANCES, WITH A VIEW TO BUILDING A PERSONAL HISTORY APPLICATION BLANK. A BIOGRAPHICAL DATA BLANK, THE PERSONAL HISTORY AND OPINION INVENTORY CONSISTING OF 107 ITEMS, WAS ADMINISTERED TO 143 REHABILITATION COUNSELORS IN SIX STATES. ALTHOUGH ANALYSIS OF THE INVENTORY SUGGESTED SOME AREAS WHICH APPEAR TO BE ASSOCIATED WITH COUNSELOR SATISFACTORINESS AND SATISFACTION, ITEM ANALYSIS DID NOT YIELD A SET OF ITEMS WHICH PREDICTED SUCCESS IN A CROSS-VALIDATION GROUP. THIS DOCUMENT WAS PUBLISHED IN "THE CRITERIA PROBLEM IN REHABILITATION COUNSELING" AS CHAPTER VII (PP. 48-51), APPENDIX F (PP. 96-101), APPENDIX G (PP. 102-108), AND REFERENCES (PP. 123-129). (PS)

ED 012 054

CG DDD 041

THE NEXT TWENTY YEARS--BACKGROUND NOTES FOR ADULT COUNSELING PLANNING.

BY- MICHAEL, DONALD N.
NEW ENGLAND BOARD OF HIGHER EDUC., WINCHESTER, MASS
CENTER FOR THE STUDY OF LIBERAL EDUC. FOR ADULTS

PUB DATE 65

EDRS PRICE MF-\$0.09 HC-\$1.36 34P.

DESCRIPTORS- *ADULT COUNSELING, *COUNSELING, *COUNSELOR TRAINING, *CYBERNETICS, *PLANNING, ADULT EDUCATION, BROOKLINE, CHATHAM, COMPUTERS, CONFERENCES, SYSTEMS ANALYSIS, VALUES, WINCHESTER,

TO COUNSEL ADULTS WITHIN THE NEXT 20 YEARS, ADVANCED PLANNING AND ACTION BASED ON LONG-RANGE ASSESSMENTS MUST TAKE PLACE NOW. HIGHLY RATIONALIZED MANAGEMENT TECHNOLOGIES, CYBERNETICS, SOCIAL ENGINEERING, AND BIOLOGICAL ENGINEERING CAN POTENTIALLY AFFECT THIS PLANNING. SOCIAL AND DEMOGRAPHIC CONDITIONS INTERACTING WITH THESE TECHNOLOGIES WILL INFLUENCE THE CHARACTERISTICS OF WORK, LEISURE, EDUCATION, VALUES, AND DECISION MAKING. VALUES AND BEHAVIOR THAT EMPHASIZE COMMITMENT TO TASK, FLEXIBILITY IN LEARNING, AND EFFECTIVE USE OF INCREASED LEISURE MUST BE LEARNED IN CHILDHOOD AND MODIFIED THROUGHOUT LIFE. DEALING WITH SOCIAL PROBLEMS AND

UTILIZING THE OPPORTUNITIES WHICH TECHNOLOGIES AND SOCIAL GROWTH AFFORD WILL REQUIRE THAT PRIORITIES BE ASSIGNED, AND THAT MORE EFFECTIVE CRITERIA FOR CHOICE BE DEVELOPED. THE INCREASING OLDER POPULATION WILL EXERT POLITICAL PRESSURES TO PROTECT IT AGAINST MATERIAL, IDEOLOGICAL, AND EMOTIONAL DISPOSSESSION. BELIEF IN MAN AS BEING UNIQUE IN HIMSELF AND IN HIS RELATION TO THE REST OF THE UNIVERSE WILL BE INCREASINGLY CHALLENGED IN MANY OF THE INFLUENTIAL AND POLICY-PLANNING LEVELS OF SOCIETY. THE MOST IMPORTANT LESSON SOCIAL INSTITUTIONS WILL HAVE TO LEARN IS HOW TO CHANGE RAPIDLY AND FREQUENTLY. THIS ADDRESS WAS PRESENTED AT THE CONFERENCE ON THE TRAINING OF COUNSELORS OF ADULTS (CHATHAM, MAY 22-28, 1965). (RM)

ED 012 055

CG DDD 042

THE ADULT YEARS.

BY- NEUGARTEN, BERNICE L.
NEW ENGLAND BOARD OF HIGHER EDUC., WINCHESTER, MASS
CENTER FOR THE STUDY OF LIBERAL EDUC. FOR ADULTS

PUB DATE 65

EDRS PRICE MF-\$0.09 HC-\$1.68 47P.

DESCRIPTORS- *ADULT COUNSELING, *ADULT DEVELOPMENT, *COUNSELING, *SELF CONCEPT, ADULTS, BROOKLINE, CHATHAM, CONFERENCES, COUNSELOR TRAINING, DEVELOPMENTAL TASKS, WINCHESTER,

THE AUTHOR DISCUSSES (1) THE PSYCHOLOGICAL ISSUES THAT PREOCCUPY DIFFERENT, ADULT AGE GROUPS AND (2) THE AGE-STATUS SYSTEM AS IT IS CHANGING IN AMERICAN SOCIETY. THE RELATIONS OF THE INDIVIDUAL TO THE SOCIAL GROUPS OF WHICH HE IS A MEMBER, THE WAYS OF ABSORBING AND USING NEW IDEAS, AND THE OBSTACLES AND OPPORTUNITIES THAT THE INDIVIDUAL RECOGNIZES IN FURTHERING HIS GOALS WILL CONTINUE TO PROVIDE THE CONCERNS ABOUT WHICH ADULT MEN AND WOMEN WILL TURN TO COUNSELORS FOR GUIDANCE AND ASSISTANCE. AS NEW PROBLEMS AND NEW SATISFACTIONS OF HUMAN LIFE ARE CREATED, MORE AND DIFFERENT TYPES OF ADULT COUNSELING WILL APPEAR IN SOCIETY, AND NEW EXPERTISE WILL BE EXPECTED. THE ISSUES AFFECTING ADULTHOOD ARE (1) THE INDIVIDUAL'S USE OF EXPERIENCE, (2) HIS STRUCTURING OF THE SOCIAL WORLD IN WHICH HE LIVES, (3) HIS PERSPECTIVES OF TIME, (4) THE WAYS IN WHICH HE DEALS WITH THE MAJOR THEMES OF WORK, LOVE, TIME, AND DEATH, AND (5) THE CHANGES IN SELF-CONCEPT AND IDENTITY AS INDIVIDUALS FACE MARRIAGE, PARENTHOOD, CAREER ADVANCEMENT AND DECLINE, RETIREMENT, ILLNESS, AND WIDOWHOOD. THIS ADDRESS WAS PRESENTED AT THE CONFERENCE ON THE TRAINING OF COUNSELORS OF ADULTS (CHATHAM, MAY 22-28, 1965). (RM)

ED 012 056

CG DDD 043

SELF-ACTUALIZATION AND BEYOND.

BY- MASLOW, ABRAHAM
NEW ENGLAND BOARD OF HIGHER EDUC., WINCHESTER, MASS
CENTER FOR THE STUDY OF LIBERAL EDUC. FOR ADULTS

PUB DATE 65

EDRS PRICE MF-\$0.09 HC-\$1.08 27P.

DESCRIPTORS- *ADULT COUNSELING, *COUNSELING, *LEARNING, *SELF ACTUALIZATION, ADULT DEVELOPMENT, ADULTS, BROOKLINE, CHATHAM, CONFERENCES, COUNSELOR TRAINING, HUMAN DEVELOPMENT, SELF CONCEPT, WINCHESTER,

TWO TYPES OF LEARNING, EXTRINSIC AND INTRINSIC, ARE DESCRIBED. INTRINSIC LEARNING INVOLVES THOSE PROCESSES WHICH CAN HELP PEOPLE BECOME ALL THAT THEY ARE CAPABLE OF BECOMING. INTRINSIC LEARNING IS THE ULTIMATE GOAL OF ALL EDUCATION, INCLUDING ADULT EDUCATION, AND IS ALSO THE ULTIMATE GOAL OF COUNSELING. SELF-ACTUALIZING PEOPLE LEARN THROUGH THE PROCESSES OF INTRINSIC LEARNING. SELF-ACTUALIZING PEOPLE ARE DESCRIBED AS THOSE WHO LISTEN TO THEIR OWN VOICES, TAKE RESPONSIBILITY, ARE HONEST, AND WHO WORK. THEY ARE INVOLVED IN A CAUSE OUTSIDE OF THEMSELVES. THEY EXPERIENCE FULLY, VIVIDLY, AND SELFLESSLY WITH FULL CONCENTRATION AND ABSORPTION. AT THE VARIOUS CHOICE POINTS PRESENTED TO THEM, THEY MAKE THE CHOICE FOR GROWTH. THE INTRINSIC LEARNING MODEL IS ESPECIALLY ADAPTIVE IN WORKING WITH ADULTS SINCE THEY ALREADY HAVE CAPACITIES, TALENTS, DIRECTIONS, MISSIONS, AND CALLINGS. THE COUNSELOR'S JOB, THEREFORE, IS TO HELP THEM TO BECOME WHAT THEY ALREADY ARE MORE PERFECTLY AND TO REALIZE WHAT THEY POTENTIALLY CAN BE. THIS ADDRESS WAS PRESENTED AT THE CONFERENCE ON THE TRAINING OF COUNSELORS OF ADULTS (CHATHAM, MAY 22-26, 1965). (RH)

ED 012 057

CG DDD D44

FUNDAMENTALS OF STATISTICAL DECISION THEORY.

BY- SITGREAVES, ROSEDIEN

NEW ENGLAND BOARD OF HIGHER EDUC., WINCHESTER, MASS.
CENTER FOR STUDY OF LIBERAL EDUC., BROOKLINE, MASS.

PUB DATE

65

EDRS PRICE MF-\$0.09 HC-\$1.56 39P.

DESCRIPTORS- #ADULT COUNSELING, #COUNSELING, #DECISION MAKING, #PROBABILITY, #PROBLEM SOLVING, BROOKLINE, CHATHAM, CONFERENCES, COUNSELING THEORIES, COUNSELOR TRAINING, WINCHESTER.

STATISTICAL DECISION-MAKING THEORY PROVIDES A FRAME OF REFERENCE WITHIN WHICH THE COUNSELOR AND CLIENT CAN CONSIDER A WIDE RANGE OF PROBLEMS OF DECISION MAKING. IN THE FACE OF UNCERTAINTY, A SET OF ACTIONS IS AVAILABLE. PREFERENCE AMONG THESE ACTIONS DEPENDS ON THE TRUE STATE OF NATURE WHICH IS GENERALLY UNKNOWN. TO GAIN THIS INFORMATION, AN EXPERIMENT CAN BE PERFORMED WHICH WILL YIELD A SET OF DATA. A STRATEGY FOR DECISION MAKING IS A COMPLETE PRESCRIPTION WHICH SPECIFIES THE EXPERIMENT TO BE PERFORMED AND THE TERMINAL DECISION TO BE MADE FOR EACH SET OF DATA COLLECTED. WITH THE USE OF A LOSS TABLE, THE EXPECTED LOSS FOR ANY STRATEGY FOR EACH STATE OF NATURE CAN BE FOUND. COMPARISONS GENERALLY MAKE IT POSSIBLE TO ELIMINATE INADMISSIBLE STRATEGIES. TWO CRITERIA CAN BE EMPLOYED TO SELECT FROM THE REMAINING CLASSES OF ADMISSIBLE STRATEGIES. FIRST IS THE MINIMAX PRINCIPLE WHICH IS BASED ON THE CRITERION OF SELECTING THE STRATEGY FOR WHICH THE MAXIMUM EXPECTED LOSS IS THE SMALLEST. SECOND IS THE BAYES CRITERION WHICH IS BASED ON THE ASSUMPTION THAT THERE IS A KNOWN PROBABILITY DISTRIBUTION OVER THE STATES OF NATURE AND, THEREFORE, THE EXPECTED RISK OF WRONG DECISIONS CAN BE MINIMIZED BY COMPUTING THE AVERAGE OF THE ASSUMED PROBABILITY DISTRIBUTION. THIS ADDRESS WAS PRESENTED AT THE CONFERENCE ON THE TRAINING OF COUNSELORS OF ADULTS (CHATHAM, MAY 22-26, 1965). (RH)

ED 012 058

CG DDD D61

A SOCIOLOGICAL APPROACH TO UNDERSTANDING DISADVANTAGED YOUTH.
BY- LOHMAN, JOSEPH D.

CALIFORNIA STATE DEPT. OF EDUCATION, SACRAMENTO

PUB DATE

86

EDRS PRICE MF-\$0.09 HC-\$0.56 14P.

DESCRIPTORS- #DISADVANTAGED YOUTH, #EDUCATIONAL PHILOSOPHY, #SOCIOLOGY, #SUBCULTURE, BEHAVIOR CHANGE, BEHAVIORAL SCIENCES, CIVIL RIGHTS, CULTURALLY DISADVANTAGED, POPULATION GROWTH, RACIAL SEGREGATION, SACRAMENTO, SOCIAL ADJUSTMENT, SOCIAL STRUCTURE, SPEECHES.

THE EFFECTS OF THE REVOLUTION IN POPULATION, CIVIL RIGHTS, AND TECHNOLOGY ON VARIOUS GROUPS, SUCH AS ADOLESCENTS, THE LOWER CLASSES, AND MINORITY GROUPS, ARE DISCUSSED. THE TOTAL EFFECT OF THIS REVOLUTION HAS BEEN TO DRIVE THE AMERICAN SOCIETY APART, FORCING IT TO MANIFEST ITSELF IN LOCAL SUBCULTURES WHICH ARE FORMED BY THE PROBLEM-SOLVING TENDENCY OF HUMAN GROUPS WHEN CONFRONTED WITH SPECIFIC AND RECURRENT PROBLEMS. INDIVIDUALS, INCLUDING THE CULTURALLY DISADVANTAGED, MUST BE EVALUATED IN TERMS OF THE VALUES, ATTITUDES, AND PERSPECTIVES OF THEIR SUBCULTURE. THE SCHOOL HAS AN OBLIGATION TO ADJUST ITS GOALS AND PHILOSOPHY IN RELATION TO THE NEEDS OF THE GROUP IT IS SERVING, RATHER THAN TO IMPOSE THE SAME VALUES AND ATTITUDES UPON ALL GROUPS. REASONS FOR THE EXISTENCE OF THE "WAR ON POVERTY" IN AN AFFLUENT SOCIETY AND OBSERVATIONS OF WHY IT IS PARTIALLY UNSUCCESSFUL ARE GIVEN. (PS)

ED 012 059

CG DDD D62

HIGH SCHOOL ORIENTATION PROGRAM--A FOUR-PHASE PROGRAM OF SCHOOL COOPERATION.

BY- ROBINSON, LELAND R.

CALIFORNIA STATE DEPT. OF EDUCATION, SACRAMENTO

PUB DATE

86

EDRS PRICE MF-\$0.09 HC-\$0.44 11P.

DESCRIPTORS- #COUNSELING PROGRAMS, #DISADVANTAGED YOUTH, #EMPLOYER ATTITUDES, #EMPLOYMENT QUALIFICATIONS, #PILOT PROJECTS, EQUAL OPPORTUNITIES (JOBS), HIGH SCHOOL STUDENTS, ORIENTATION, PLAN FOR PROGRESS, SACRAMENTO, SCHOOL INDUSTRY RELATIONSHIP, SPEECHES, WORKSHOPS.

IN 1968, THE PACIFIC TELEPHONE AND TELEGRAPH COMPANY SIGNED THE "PLAN FOR PROGRESS" COMMITTING THEMSELVES TO THE GOAL OF FULL EQUALITY IN EMPLOYMENT. A PLAN OF ACTION WAS DEVISED TO SEEK OUT MINORITY CANDIDATES FOR EMPLOYMENT. HOWEVER, POSSIBLE EMPLOYEES HAD DIFFICULTY PASSING THE EMPLOYMENT TESTS. IT WAS REALIZED THAT, IN ADDITION TO ACTIVELY SEEKING OUT MINORITY MEMBERS, THE COMPANY SHOULD HELP THEM QUALIFY FOR EMPLOYMENT. THE FIRST PHASE OF A FOUR-PHASE SCHOOL COOPERATION PROGRAM WAS A 1-WEEK COUNSELOR WORKSHOP FOR 27 COUNSELORS. MANAGEMENT REPRESENTATIVES FROM SEVEN DEPARTMENTS DISCUSSED EACH DEPARTMENT'S ROLE IN THE COMPANY, THE JOB SKILLS PECULIAR TO THAT DEPARTMENT, AND SPECIAL EDUCATIONAL REQUIREMENTS. THE COUNSELORS THEN MADE VISITS TO THE VARIOUS DEPARTMENTS AND FORMED DISCUSSION GROUPS. A FOLLOWUP EVALUATION OF THIS PROGRAM WAS MADE. THE SECOND PHASE CONSISTED OF A SERIES OF 1-DAY WORKSHOPS FOR VOCATIONAL AND BUSINESS TEACHERS. DURING THE THIRD PHASE, STUDENTS SELECTED BY THEIR COUNSELORS VISITED VARIOUS COMPANY DEPARTMENTS, ATTEMPTED TO PERFORM THE WORK OPERATIONS OF THE JOB WITH THE EMPLOYEES, AND LEARNED ABOUT THE COMPANY'S EMPLOYMENT OFFICE PROCEDURE. THE FOURTH PHASE CONSISTED OF A

BROAD OFFERING OF COMPANY RESOURCES TO BE USED AS EDUCATORS DESIRED. (PS)

ED 012 060

CG 000 063

PRINCIPLES AND PROGRAMS OF COMPENSATORY EDUCATION.
BY- LOPEZ, LEO
CALIFORNIA STATE DEPT. OF EDUCATION, SACRAMENTO

PUB DATE 66

EDRS PRICE MF-\$0.09 HC-\$0.24 6P.

DESCRIPTORS- *COMPENSATORY EDUCATION, *COMPENSATORY EDUCATION PROGRAMS, *DISADVANTAGED YOUTH, *PILOT PROJECTS, CALIFORNIA, CULTURAL ENRICHMENT, DROPOUT PREVENTION, MCATEER ACT, REMEDIAL PROGRAMS, SACRAMENTO,

THE CALIFORNIA MCATEER ACT AUTHORIZED THE ESTABLISHMENT OF A 2-YEAR PILOT PROJECT AIMED AT UNCOVERING METHODS OF ENCOURAGING CULTURALLY DISADVANTAGED CHILDREN TO REMAIN IN SCHOOL UNTIL GRADUATION. SELECTION OF 16,000 DISADVANTAGED STUDENTS FROM 24 SCHOOL DISTRICTS WAS BASED UPON THE STUDENT'S SOCIOECONOMIC BACKGROUND, HIS ACHIEVEMENT LEVEL, AND THE SCHOOL DISTRICT'S PLANS FOR IMPLEMENTING EXPERIMENTAL COMPENSATORY EDUCATION PROGRAMS. THE SUCCESSFUL COMPENSATORY PROGRAM DEVELOPS THE CULTURALLY AND SOCIOECONOMICALLY HANDICAPPED CHILD BY (1) DEMONSTRATING TO PUPILS A CLOSE RELATIONSHIP BETWEEN THE CLASSROOM AND LIFE, (2) PROVIDING REMEDIAL AND ENRICHMENT EXPERIENCES NECESSARY FOR ACADEMIC AND SOCIAL SUCCESS, AND (3) AROUSING ASPIRATIONS WHICH WILL ENABLE A PUPIL TO ESTABLISH CONSTRUCTIVE AND POSITIVE GOALS. APPROACHES UTILIZED ARE SMALL CLASSES, REMEDIAL INSTRUCTION, CLOSE TEACHER-PARENT COOPERATION, FLEXIBLE CLASS ARRANGEMENTS, STAFF ORIENTATION AND TRAINING, PRESCHOOL AND PARENT EDUCATION, EMPHASIS ON LANGUAGE SKILLS, TUTORIAL INSTRUCTION, AND EXTRA LIBRARY FACILITIES. INTERIM RESULTS OF VARIOUS PROGRAMS ARE DESCRIBED. (PS)

ED 012 061

CG 000 064

SUMMARY AND RECOMMENDATIONS FOR STRENGTHENING COUNSELING SERVICES FOR DISADVANTAGED YOUTH. (TITLE SUPPLIED).
BY- LOVE, RUTH B.

CALIFORNIA STATE DEPT. OF EDUCATION, SACRAMENTO

PUB DATE 66

EDRS PRICE MF-\$0.09 HC-\$0.20 7P.

DESCRIPTORS- *COUNSELING SERVICES, *DISADVANTAGED YOUTH, *EDUCATIONAL OPPORTUNITIES, COUNSELING, DROPOUT PREVENTION, ECONOMIC DISADVANTAGEMENT, GUIDANCE SERVICES, SACRAMENTO, STATE AID, STATE PROGRAMS,

THE EDUCATIONAL CHALLENGE IN AMERICA'S CHANGING SOCIETY IS TO BRING EQUAL EDUCATIONAL OPPORTUNITIES TO ALL. SCHOOL COUNSELORS MUST EXPAND AND STRENGTHEN THE SERVICES THEY OFFER. THE COMMON DENOMINATOR AMONG SO-CALLED "DISADVANTAGED" GROUPS IS POVERTY, AND EDUCATORS MUST UNDERSTAND BOTH THE PROBLEMS AND THE POSITIVE QUALITIES OF THE POVERTY CULTURE. NEW, POSITIVE APPROACHES MUST BE USED IN A MIDDLE-CLASS-ORIENTED EDUCATIONAL SYSTEM IN ORDER TO SUCCEED WITH DISADVANTAGED STUDENTS. FAMILY FOCUS IS A NECESSARY PART OF COMPENSATORY EDUCATION PROGRAMS. LISTS OF RECOMMENDATIONS RESULTING FROM A SERIES OF WORKSHOPS DEALING WITH EDUCATION OF THE DISADVANTAGED CHILD ARE PRESENTED TO THE STATE DEPARTMENT OF EDUCATION AND TO COORDINATORS OF GUIDANCE

SERVICES. (PS)

ED 012 062

CG 000 109

A STUDY OF THE INTEGRATION OF SERVICES OF INDUSTRIAL MEDICAL DEPARTMENTS AND A REHABILITATION CENTER. FINAL REPORT.
BY- MCGUILLEN, ANITA AND OTHERS
HARNARVILLE REHABILITATION CTR, PITTSBURGH, PA.

PUB DATE JUN 63

EDRS PRICE MF-\$0.10 HC-\$4.08 102P.

DESCRIPTORS- *DEMONSTRATION PROJECTS, *INDUSTRY, *MEDICAL SERVICES, *PHYSICALLY HANDICAPPED, *REHABILITATION PROGRAMS, COOPERATIVE PROGRAMS, EMPLOYMENT, EMPLOYMENT PROBLEMS, FOLLOWUP STUDIES, PITTSBURGH, VOCATIONAL REHABILITATION,

THIS IS A DEMONSTRATION PROJECT OF COOPERATION BETWEEN A REHABILITATION CENTER AND THREE LARGE INDUSTRIAL COMPANIES. OVER A 3-YEAR PERIOD, 56 WORKERS WHO HAD BEEN INJURED ON THE JOB AND HOSPITALIZED WERE ADMITTED TO THE REHABILITATION CENTER. OF THE 50 WORKERS STUDIED, THE AVERAGE LENGTH OF STAY IN THE CENTER WAS 36 DAYS. A FOLLOWUP STUDY, CONDUCTED 3 MONTHS AFTER DISCHARGE, SHOWED 45 OF THE 50 WORKERS WERE EMPLOYED, AND 50 PERCENT SAID THEY FELT GREATLY IMPROVED. ATTEMPTS ARE MADE IN THE REPORT TO ANALYZE THE REASONS THAT OTHERS WERE LESS SATISFIED WITH THE TREATMENT. OF GREAT IMPORTANCE TO THE PROJECT WAS THE ESTABLISHMENT OF COOPERATIVE WORKING PROCEDURES WITH THE INDUSTRIAL-MEDICAL DEPARTMENTS. THE VARIOUS FACTORS INVOLVED IN THIS ARE DISCUSSED. THE PROJECT STAFF CONCLUDES THAT SUCH COOPERATION IMPROVES THE REHABILITATION OF INJURED WORKERS. ONE OF THE RECOMMENDATIONS IS THAT A FUTURE PROJECT ATTEMPT TO MEASURE ACTUAL MEDICAL COSTS OF SUCH REHABILITATION PROGRAMS. (NS)

ED 012 063

CG 000 122

THE TELEANALYTIC APPROACH TO GROUP COUNSELING.
BY- SONSTEGARD, MANFORD DREIKURS, RUDOLF
ALFRED ADLER INST. OF CHICAGO, ILL.

PUB DATE 67

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS- *COUNSELING GOALS, *COUNSELING PROGRAMS, *GROUP COUNSELING, *GROUP DYNAMICS, *PARENT CHILD RELATIONSHIP, ADMINISTRATOR ATTITUDES, CHICAGO, PARENT SCHOOL RELATIONSHIP, STUDENT TEACHER RELATIONSHIP,

THIS PAPER PRESENTS THE PROCEDURES FOR A GROUP COUNSELING PROGRAM ON FOUR LEVELS--(1) COUNSELING WITHIN PEER GROUPS AS CHILDREN LEARN FROM EACH OTHER IN INTERACTION, (2) TEACHER SEMINARS WHERE TEACHERS CAN SHARE IDEAS ON SPECIFIC PROBLEMS AND GAIN INSIGHT ON THE OTHER COUNSELING GROUPS, (3) PARENT GROUPS WHERE ONE PARENT COUNSELED IN FRONT OF THE GROUP IS A MEANS OF HELPING THE GROUP FOCUS ON COMMON PROBLEMS AND MEMBERS HELP EACH OTHER, AND (4) INDIVIDUAL COUNSELING OF THE CHILD IN FRONT OF THE PARENT AND TEACHER GROUP TO GAIN FURTHER INSIGHT INTO THE PROBLEM. THIS PROGRAM IS BASED ON THE TELEANALYTIC APPROACH OF ALFRED ADLER WHICH SEES THE BASIC PURPOSE OF ALL BEHAVIOR AS TRYING TO BELONG TO A GROUP AND IS CONCERNED WITH THE CHILD'S BASIC ASSUMPTIONS ABOUT LIFE AND HIMSELF. THE EMPHASIS IS UPON THE CHILD'S OWN CHOICE AND DETERMINATION OF HIS OWN BEHAVIOR. IN THIS DETAILED DESCRIPTION OF SUCH A GROUP COUNSELING PROGRAM, EMPHASIS IS PLACED UPON THE CAREFUL ORIENTATION OF

ADMINISTRATORS, TEACHERS, AND PARENTS SO THAT THEIR FULL SUPPORT IS GAINED. THIS DOCUMENT WAS PUBLISHED BY THE ALFRED ADLER INSTITUTE, 6 NORTH MICHIGAN, CHICAGO, ILLINOIS 60602, 97 PAGES, \$2.50. (NS)

ED 012 064

CG 000 201

EVALUATING THE USE OF ASSESSMENT PROCEDURES DEVELOPED IN ONE SCHOOL IN OTHER SCHOOLS.

BY- DARLINGTON, RICHARD B.
CORNELL UNIV., ITHACA, N.Y.

REPORT NUMBER BR-5-0607

PUB DATE JAN 67

CONTRACT OEC-6-10-041

EDRS PRICE MF-\$0.09 HC-\$1.20 32P.

DESCRIPTORS- *STATISTICAL DATA, *TEST CONSTRUCTION, *TESTING PROBLEMS, CHILDREN'S PERSONALITY INVENTORY, CORRELATIONS, CROSS VALIDATION, ITHACA, MINNESOTA MULTIPHASIC PERSONALITY INVENTORY, PHI COEFFICIENT, TESTING,

THE PAPER REPORTS ON AN ATTEMPT TO DETERMINE EMPIRICALLY, FOR SEVERAL TEST-CONSTRUCTION PROBLEMS, THE AMOUNT OF IMPROVEMENT RESULTING WHEN TESTS ARE TAILORMADE TO FIT ONE PARTICULAR CHARACTERISTIC OF A LOCAL POPULATION--THE BASE RATES OF THE TWO CRITERION GROUPS WHICH THE TEST IS DESIGNED TO SEPARATE. THE BASIC PROCEDURE USED WAS TO CONSTRUCT A SERIES OF TESTS WHICH WERE ALIKE IN THE ITEM POOL AND ITEM-SELECTION TECHNIQUE USED, AND IN THE TWO CRITERION GROUPS WHICH THE TESTS WERE DESIGNED TO SEPARATE, BUT WHICH DIFFERED IN THE RELATIVE BASE RATES OF THE TWO CRITERION GROUPS ASSUMED IN THE CONSTRUCTION OF THE TESTS. CROSS-VALIDATION SAMPLE DATA WERE THEN USED TO ESTIMATE THE VALUE OF EACH OF THE TESTS IN POPULATIONS WITH EACH OF THE ASSUMED BASE RATES. THE PURPOSE WAS TO ESTIMATE, FOR EACH OF THESE POPULATIONS, THE EXTENT TO WHICH THE TEST TAILORMADE FOR THAT POPULATION EXCEEDED IN VALUE TESTS TAILORMADE FOR POPULATIONS WITH DIFFERENT BASE RATES. THE RESULTS SHOWED NO NOTICEABLE DIFFERENCE IN THE VALUES OF THE VARIOUS TESTS. THESE RESULTS WERE CONSISTENT ACROSS FOUR DIFFERENT TEST-CONSTRUCTION METHODS STUDIED, AND ACROSS THREE DIFFERENT SETS OF DATA WHICH DIFFERED IN THE ITEM POOL AND THE CRITERION GROUPS USED. (AUTHOR)

ED 012 065

CG 000 209

RELIABILITY, VALIDITY AND FAVORABILITY OF SELECTED INDICATORS OF BEHAVIORAL CHANGE IN CHILDREN.

BY- WRIGHT, LOGAN

REPORT NUMBER BR-6-8554

PUB DATE 67

CONTRACT OEC-3-6-088554-1740

EDRS PRICE MF-\$0.18 HC-\$2.80 60P.

DESCRIPTORS- *BEHAVIOR RATING SCALES, *COUNSELING EFFECTIVENESS, *ITEM ANALYSIS, *TEST CONSTRUCTION, LIKERT TYPE SCALE, PEARSON PRODUCT MOMENT CORRELATIONS, PSYCHOTHERAPY, TEST VALIDITY,

THIS STUDY WAS DESIGNED TO DETERMINE THE RELIABILITY, VALIDITY, AND SOCIAL FAVORABILITY RATINGS OF 941 ITEMS THAT WERE THOUGHT TO BE DESCRIPTIVE OF CHANGE IN CHILDREN'S BEHAVIOR. THIS POOL OF ITEMS COULD THEN BE USED FOR SCALES MEASURING THE OUTCOME OF COUNSELING AND PSYCHOTHERAPY WITH CHILDREN. THE VALIDATION AND CROSS-VALIDATION SAMPLES INCLUDED 50 PARENTS EACH WHO RATED THE ITEMS ACCORDING TO

THEIR CHILD'S BEHAVIOR AT THE BEGINNING AND END OF TREATMENT AT THE RILEY CHILD GUIDANCE CLINIC. INDEPENDENT THERAPISTS ALSO RATED THE CHILD'S PROGRESS IN TREATMENT THROUGH THE RESULTS RECORDED BY THE CLINIC STAFF. A SEPARATE PARENT SAMPLE WAS USED FOR RATING SOCIAL FAVORABILITY OF THE ITEMS. CORRELATIONS OF RATINGS SHOWED THAT THE MAJORITY OF THE ITEMS INVESTIGATED WERE RELIABLE IN FAVORABILITY AND VALIDITY ON A TEST-RETEST RELIABILITY CHECK. THE VALIDITY OF THE ITEMS COULD NOT BE DEMONSTRATED BECAUSE A GIVEN ITEM APPEARED CLOSELY TIED TO THE PRESENTING PROBLEM OF THE CHILD. THE PROJECT IMPLICATIONS ARE THAT FOUR SCALES FOR MEASURING OUTCOMES OF TREATMENT FOR CHILDREN WITH SPECIFIC PROBLEMS SHOULD BE DEVELOPED FROM THE ITEMS INVESTIGATED. (NS)

ED 012 066

24

CG 000 219

INTERPERSONAL ATTITUDES OF ADOLESCENTS. INTERIM REPORT.

BY- MOURSUND, JANET P. MATHIEU, PHILLIPPA L.

REPORT NUMBER BR-5-0496

REPORT NUMBER CRP-1621

EDRS PRICE MF-\$0.27 HC-\$5.96 149P.

DESCRIPTORS- *GROUP COUNSELING, *INTERPERSONAL RELATIONSHIP, *SELF CONCEPT, *SOCIAL ATTITUDES, ATTITUDE TESTS, CALIFORNIA F SCALE, COUNSELING EFFECTIVENESS, GROUP DYNAMICS, GROUP STRUCTURE, HIGH SCHOOL STUDENTS, MINNESOTA MULTIPHASIC PERSONALITY INVENTORY, NONDIRECTIVE COUNSELING, PERSONALITY ASSESSMENT, RESEARCH, SELF REFERENT Q SORT, SOCIOMETRIC TEST, STATISTICAL DATA, TEACHER RATINGS, THE RELATIONSHIP INVENTORY, WAYS OF LOOKING AT PEOPLE,

THIS INTERIM REPORT PRESENTS DATA COLLECTED IN A STUDY OF THE INTERPERSONAL ATTITUDES OF ADOLESCENTS. TWELVE GROUPS OF HIGH SCHOOL JUNIORS FROM THREE DIFFERENT SCHOOLS MET IN COUNSELING SESSIONS. THE PRINCIPAL INDEPENDENT VARIABLES IN THE GROUPS WERE CONGENIALITY (STUDENTS CHOSE TO MEET WITH EACH OTHER) AND THE STRUCTURE LEVEL IMPOSED BY THE COUNSELOR. VARIOUS INSTRUMENTS WERE USED TO MEASURE BOTH THE PERSONAL AND THE INTERPERSONAL EFFECTS OF THE COUNSELING THROUGH PRE- AND POST-TREATMENT TESTING. RESULTS OF THE DATA ANALYSIS SHOWED CONFLICTS AND BORDERLINE SIGNIFICANCES WHICH SUGGESTED A NEED FOR FURTHER RESEARCH AND ANALYSIS. SOME CHANGES IN THE GROUPS DUE TO COUNSELING WERE APPARENT, BUT NONE COULD BE INTERPRETED AS DEMONSTRATING A CLEAR RELATIONSHIP BETWEEN VARIABLES OR STRONG SUPPORT FOR THE ORIGINAL HYPOTHESES. AT THIS TIME, DATA ANALYSIS IS INCOMPLETE AND A NUMBER OF PERIPHERAL INVESTIGATIONS BASED ON THE ORIGINAL DESIGN ARE CONTINUING. (NS)

ED 012 067

CG 000 221

AN EXPERIMENTAL STUDY OF THE EFFECTS OF TAPE LISTENING ON CERTAIN MODES OF FUNCTIONING IN STUDENT COUNSELORS.

BY- PETERSON, MARK B.

BOSTON UNIV., MASS., SCH. OF EDUCATION

PUB DATE NOV 66

CONTRACT OEC-6-10-218

EDRS PRICE MF-\$0.36 HC-\$8.56 214P.

DESCRIPTORS- *COGNITIVE PROCESSES, *COUNSELOR TRAINING, *EMOTIONAL EXPERIENCE, *TAPE RECORDINGS, ANALYSIS OF VARIANCE, BOSTON, COGNITIVE MEASUREMENT, COUNSELING, PSYCHOLOGICAL PATTERNS,

THIS STUDY DEMONSTRATES THE EFFECT OF LISTENING TO TAPE RECORDINGS ON STUDENT COUNSELOR'S (SC) COGNITIVE BEHAVIOR. SIX 5-MINUTE TAPES WERE VALIDATED TO PRESENT THREE KINDS OF CLIENT RESPONSES TO THE COUNSELOR--(1) NEGATIVE AND HOSTILE, (2) POSITIVE AND SUPPORTIVE, AND (3) NEUTRAL. AFTER LISTENING TO THE TAPES, THE SUBJECTS WERE ASKED TO PERFORM FIVE COGNITIVE TASKS TO SEE IF THE TAPES INFLUENCED PERCEPTION AND PERFORMANCE. ANALYSIS OF VARIANCE SHOWED WORD PERCEPTION, NUMBER PERCEPTION, AND CODING SIGNIFICANTLY ALTERED BY THE TAPES OF DIFFERENT AFFECTIVE TONES. THE ORDER OF TAPE PRESENTATION ALSO ALTERED TASK PERFORMANCE, ESPECIALLY ON NUMBER PERCEPTION AND CODING WHEN HOSTILE TAPES WERE HEARD FIRST. ONE IMPLICATION OF THESE RESULTS IS THAT THE SC'S INITIAL COUNSELING EXPERIENCE SHOULD BE POSITIVE, NOT HOSTILE, SO LEARNING WILL RESULT. FINDINGS ON GROUP DIFFERENCES ACCORDING TO AGE AND EXPERIENCE OF THE SC'S CONFLICTED WITH THOSE OF PREVIOUS RESEARCH INDICATING THE COMPLEXITY OF THE COGNITIVE VARIABLE. FURTHER RESEARCH IS NECESSARY TO DETERMINE THE RELATIONSHIP OF COGNITIVE BEHAVIOR TO THE EMOTIONAL REACTIONS OF THE COUNSELOR. (NS)

ED 012 068

CG 000 222

BLUEPRINT FOR A NATIONWIDE LONGITUDINAL STUDY OF ADOLESCENT BOYS, INTERIM REPORT.

BY- BACHMAN, JERALD G. AND OTHERS

MICHIGAN UNIV., ANN ARBOR, INST. FOR SOCIAL RESEARCH

REPORT NUMBER VVP-1

PUB DATE MAY 67

REPORT NUMBER BR-5-0196-1

CONTRACT OEC-5-85-054

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS- #ADOLESCENTS, #ENVIRONMENTAL INFLUENCES, #INDIVIDUAL DEVELOPMENT, #LONGITUDINAL STUDIES, #ANN ARBOR, ATTITUDES, BEHAVIOR, DROPOUTS, EMPLOYMENT, MALES, OCCUPATIONAL INFORMATION, RESEARCH METHODOLOGY, SCHOOL ENVIRONMENT, SELF CONCEPT, UNEMPLOYMENT, VALUES,

THIS PAPER PRESENTS A SUMMARY OF RESEARCH OBJECTIVES AND PROCEDURES TO BE EMPLOYED IN A 3-YEAR STUDY OF ADOLESCENT BOYS. THE BROAD OBJECTIVE IS TO STUDY IMPORTANT AREAS OF GROWTH AND CHANGE AS RELATED TO DIFFERENCES WITHIN AND BETWEEN THREE ENVIRONMENTS--SCHOOL, WORK, AND UNEMPLOYMENT. THE INTENTION IS TO LEARN WHAT DIMENSIONS OF ENVIRONMENTS HAVE WHAT KINDS OF EFFECTS ON WHAT KINDS OF PERSONS. ADDITIONAL PURPOSES OF THE STUDY INCLUDE AN ANALYSIS OF SCHOOLS AS ORGANIZATIONS, THE TESTING OF HYPOTHESES DERIVED FROM SELF-IDENTITY THEORY, THE MEASUREMENT OF OCCUPATIONAL INFORMATION AND ITS CORRELATES, AND FURTHER STUDY OF THE CAUSES OF LEAVING SCHOOL. A SAMPLE OF 2,200 TO 2,500 BOYS STARTING 10TH GRADE IN UNITED STATES PUBLIC HIGH SCHOOLS WILL BE FOLLOWED THROUGH INTERVIEWS, QUESTIONNAIRES, AND TEST BATTERIES DURING THE 3 YEARS. A SERIES OF REPORTS, BEGINNING LATE IN 1967 AND EXTENDING THROUGH 1971, WILL PRESENT RESULTS BASED ON EACH MAJOR DATA COLLECTION IN THE LONGITUDINAL DESIGN. (NS)

ED 012 069

CG 000 225

PEER ACCEPTANCE-REJECTION AND PERSONALITY DEVELOPMENT.

BY- SELLS, S.B. AND OTHERS

TEXAS CHRISTIAN UNIV., FORT WORTH

REPORT NUMBER BR-5-0417

PUB DATE JAN 67

MINNESOTA UNIV., MINNEAPOLIS, INST. OF CHILD DEV.

CONTRACT OEC-2-10-051

EDRS PRICE MF-\$0.63 HC-\$18.92 473P.

DESCRIPTORS- #CULTURAL DISADVANTAGEMENT, #FAMILY INFLUENCE, #PEER ACCEPTANCE, #PEER RELATIONSHIP, DELINQUENCY CAUSES, FORT WORTH, GROUP STATUS, MATRICES, MINNEAPOLIS, MINORITY GROUP CHILDREN, PARENTAL BACKGROUND, POTENTIAL DROPOUTS, SIBLINGS, STATISTICAL DATA, Z SCORES,

THIS REPORT PRESENTS THE RESULTS OF A 5-YEAR RESEARCH PROGRAM WHICH ANALYZED MANY OF THE CORRELATES OF PEER ACCEPTANCE-REJECTION IN A SERIES OF STUDIES INVOLVING 37,913 SCHOOL CHILDREN, AGES 9 TO 12 YEARS. PEER ACCEPTANCE-REJECTION WAS INVESTIGATED THROUGH THE USE OF A PEER RATING SCALE AND A TEACHER RATING SCALE. A NUMBER OF METHODOLOGICAL STUDIES ON RELIABILITY AND STABILITY OF THE PEER STATUS AND TEACHER RATING SCORES AND INTERCORRELATIONS AMONG THESE SCORES ARE REPORTED. THE INFLUENCE OF FAMILY BACKGROUND ON PEER ACCEPTANCE-REJECTION IS SIGNIFICANTLY DEMONSTRATED IN DIFFERENT STUDIES INCLUDED IN THE REPORT. PEER REJECTION IS ALSO SIGNIFICANTLY RELATED TO CRITERIA OF EARLY DELINQUENCY AND EARLY SCHOOL DROPOUT IN TWO FOLLOWUP STUDIES. AS THE REPORT DEMONSTRATES THE IMPORTANCE OF PEER STATUS UPON SOCIALIZATION AND PERSONALITY DEVELOPMENT, IT SUGGESTS FURTHER STUDY ON MEASURES DESIGNED TO ATTACK CAUSES OF THE PROBLEMS. GENERALLY, PARENT EDUCATION AND THE ERADICATION OF POVERTY WITH ITS ASSOCIATED SOCIAL ILLS APPEAR TO BE THE MAJOR MODES OF INTERVENTION. (NS)

ED 012 070

CG 000 227

PREVENTIVE ACTION IN COLLEGE MENTAL HEALTH.

BY- BARGER, BEN

FLORIDA UNIV., GAINESVILLE

PUB DATE SEP 65

EDRS PRICE MF-\$0.09 HC-\$0.80 20P.

DESCRIPTORS- #COLLEGE STUDENTS, #EMOTIONAL ADJUSTMENT, #MENTAL HEALTH PROGRAMS, #PILOT PROJECTS, #STRESS VARIABLES, COLLEGE COOPERATION, GAINESVILLE, NATIONAL INSTITUTE OF MENTAL HEALTH PROJECT, UNIVERSITY OF FLORIDA, WORKSHOPS,

THE UNIVERSITY OF FLORIDA HAS BEEN DEVELOPING PROGRAMS TO STUDY AND PREVENT THE EMOTIONAL STRESS EXPERIENCED BY STUDENTS WHEN THEY MAKE THE TRANSITION FROM HOME TO COLLEGE. A UNIVERSITY MENTAL HEALTH PROGRAM WHICH IS PREVENTION-ORIENTED HAS BEEN DEVELOPED. THE PROJECT PROPOSED IN THIS PAPER IS AN INTENSIVE STUDY OF THE TRANSITIONAL EXPERIENCES, STRESSES, AND RESULTING BEHAVIORS OF FRESHMEN AND TRANSFER STUDENTS. THE STUDY WILL LEAD TO THE DEVELOPMENT OF ORIENTATION PROGRAMS AND COUNSELING PROGRAMS TO MEET THE NEEDS OF ENTERING STUDENTS. INTERVIEWS WITH APPROXIMATELY 300 STUDENTS AT THE UNIVERSITY OF FLORIDA ARE PLANNED TO DETERMINE THE INDEXES OF EMOTIONAL VULNERABILITY. THE INDEXES ESTABLISHED WILL BE USED FOR THE SELECTION OF MEASURING INSTRUMENTS AND CONTINUED CROSS VALIDATION OF EMOTIONAL PROBLEMS FOUND. WORKSHOPS FOR COUNSELORS OF HIGH SCHOOLS AND JUNIOR COLLEGES WILL FOLLOW TO GIVE THE COUNSELORS AN OPPORTUNITY TO INTERVIEW STUDENTS AND DISCOVER WAYS OF PREPARING THEM FOR THE TRANSITIONAL EXPERIENCES. A SUMMER ORIENTATION PROGRAM FOR PARENTS AND STUDENTS ON READINESS FOR COLLEGE IS ALSO PLANNED. EVALUATION OF THE STUDY AND THE INSTITUTED PROGRAMS THROUGH SUBSEQUENT STUDENT INTERVIEWS AND

COUNSELOR WORKSHOPS IS THE FINAL PHASE OF THE PROPOSED PROJECT. (NS)

ED 012 071

CG 000 230

CONCEPTS EMPLOYED BY ACCURATE AND INACCURATE CLINICIANS.
BY- VAN ATTA, RALPH E.

PUB DATE MAR 67

EDRS PRICE MF-\$0.09 HC-\$0.88 22P.

DESCRIPTORS- *BEHAVIOR THEORIES, *COUNSELING, *INTERPERSONAL RELATIONSHIP, *PSYCHOLOGICAL EVALUATION, *THOUGHT PROCESSES, PSYCHIATRISTS, PSYCHOLOGISTS, Q SORT, SOCIAL WORKERS,

STATEMENTS MADE BY A THERAPY CLIENT WERE TYPED ON SMALL CARDS AND PRESENTED AS AN ARRAY TO 18 SUBJECTS. EACH SUBJECT CATEGORIZED THESE STATEMENTS TO REPRESENT CONCEPTS HE USED IN CONCEPTUALIZING THE CLIENT. ON COMPLETING THIS TASK, EACH SUBJECT DESCRIBED THE CLIENT USING A Q-SORT. DESCRIPTIVE ACCURACY WAS DEFINED CONSENSUALLY VIA FACTOR ANALYSIS OF Q-SORT INTERCORRELATIONS. THE RESEARCH TASK FAILED TO DIFFERENTIATE BETWEEN FOUR HIGHLY ACCURATE SUBJECTS AND FOUR HIGHLY INACCURATE SUBJECTS IN TERMS OF (1) THE DIVERSITY OF THEIR CONCEPTUALIZATIONS, (2) THE PERMEABILITY OF THEIR CONCEPTS, (3) THE NUMBER OF CLIENT EVENTS INCORPORATED IN THEIR CONCEPTS, AND (4) THE ARRANGEMENT OF ITEMS IN CONCEPTS. IN ADDITION, THE THEORY ENDORSED AND THE LANGUAGE EMPLOYED DID NOT RELATE TO DESCRIPTIVE ACCURACY. IMPLICATIONS ARE THAT THE RESEARCH METHOD EMPLOYED REVEALS THE IDIOSYNCRATIC ASPECTS OF CLINICAL THINKING BUT LITTLE ABOUT THE LAWFUL PROCESSES WHICH ENABLE CLINICIANS TO CONVERGE AS THEY DID ON THE CRITERION. (AUTHOR)

ED 012 072

CG 000 231

FIFTEEN PILOT PROGRAMS IN ELEMENTARY GUIDANCE IN THE STATE OF INDIANA 1965-66.

BY- PRUETT, ROLLA F.

INDIANA STATE DEPT. PUBLIC INSTR., INDIANAPOLIS

REPORT NUMBER ISDPI-BULL-293

PUB DATE JAN 67

EDRS PRICE MF-\$0.27 HC-\$5.64 141P.

DESCRIPTORS- *COUNSELOR FUNCTIONS, *COUNSELOR ROLE, *ELEMENTARY SCHOOL GUIDANCE, *ELEMENTARY SCHOOLS, *PILOT PROJECTS, CASE STUDIES (EDUCATION), CONSULTATION PROGRAMS, EDUCATIONAL ENVIRONMENT, ELEMENTARY SCHOOL STUDENTS, ELEMENTARY SCHOOL TEACHERS, GROUP COUNSELING, GUIDELINES, HOME VISITS, INDIANAPOLIS, NDEA TITLE V A, PARENT PARTICIPATION, PARENT TEACHER CONFERENCES, PLAY THERAPY, TESTING,

THIS IS A CONDENSED EDITION OF THE FULL NARRATIVE REPORTS SUBMITTED BY THE COUNSELORS OF INDIANA'S 15 ELEMENTARY SCHOOL GUIDANCE PILOT PROGRAMS. THE REPORTS DESCRIBE IN DETAIL THE PHILOSOPHY, GOALS, OBJECTIVES, PROCEDURES, AND OUTCOMES OF THEIR UNIQUE PROGRAMS. MOST OF THE COUNSELORS INCLUDED PLANS FOR THE FUTURE. CLARIFICATION OF THE BASIC ISSUES CONCERNING THE ROLE AND THE FUNCTIONS OF THE ELEMENTARY SCHOOL COUNSELOR WAS THE FIRST TASK OF THE PARTICIPATING COUNSELORS. SPECIFIC GUIDELINES FOR THE PILOT PROGRAMS WERE DELINEATED SO THAT THE SCHOOLS PARTICIPATING COULD SERVE AS MODELS. (AD)

ED 012 073

CG 000 232

STANDARD VERSUS INDIVIDUALIZED HIERARCHIES IN DESENSITIZATION TO REDUCE TEST ANXIETY.

BY- EMERY, JOHN R. KRUMBOLTZ, JOHN D.

PUB DATE MAR 67

EDRS PRICE MF-\$0.09 HC-\$0.76 19P.

DESCRIPTORS- *BEHAVIORAL COUNSELING, *COLLEGE STUDENTS, *INDIVIDUAL DIFFERENCES, ANXIETY, BEHAVIOR PATTERNS, BEHAVIOR PROBLEMS, CONDITIONED RESPONSE, GROUP GUIDANCE, J.R. EMERY SCALE, PSYCHOLOGICAL CHARACTERISTICS, RESEARCH, STANFORD UNIVERSITY, TESTING,

FIFTY-FOUR TEST-ANXIOUS COLLEGE FRESHMEN FROM STANFORD UNIVERSITY WERE RANDOMLY ASSIGNED TO ONE OF THREE GROUPS--(1) A DESENSITIZATION GROUP WORKING WITH INDIVIDUALIZED ANXIETY HIERARCHIES, (2) A DESENSITIZATION GROUP WORKING WITH A SINGLE STANDARD HIERARCHY, AND (3) A NO-TREATMENT CONTROL GROUP. THE CRITERIA CONSISTED OF SELF-RATINGS OF ANXIETY BEFORE AND DURING EXAMINATIONS, SCORES ON A TEST ANXIETY SCALE, AND FINAL EXAMINATION GRADES. THE FINDINGS WERE AS FOLLOWS--(1) STUDENTS WHO RECEIVED DESENSITIZATION RATED THEMSELVES AS SIGNIFICANTLY LESS ANXIOUS ABOUT EXAMINATIONS (BOTH BEFORE AND DURING THEIR FINAL EXAMINATIONS) AS COMPARED WITH A NO-TREATMENT CONTROL GROUP, (2) FINAL EXAMINATION GRADES OF THE DESENSITIZATION GROUPS WERE SLIGHTLY, BUT NOT SIGNIFICANTLY, HIGHER THAN THE CONTROL GROUP, AND (3) NO DIFFERENCE IN THE RELATIVE EFFECTIVENESS OF INDIVIDUALIZED VERSUS STANDARD HIERARCHIES WAS FOUND. CONSIDERING THE RESULTS, LIMITATIONS OF THE STUDY ARE (1) THE SAMPLE WAS NOT REPRESENTATIVE OF NORMAL COLLEGE POPULATION IN ABILITY, (2) THE TEST ANXIETY CRITERION MEASURES MIGHT HAVE BEEN MORE OBJECTIVE, AND (3) STUDENTS MIGHT HAVE COMPILED THEIR OWN INDIVIDUALIZED ANXIETY HIERARCHY INSTEAD OF ALTERING A STANDARD ONE. (AF)

ED 012 074

CG 000 233

THE SCHOOL COUNSELLOR IN A CHANGING SOCIETY.

BY- WILLIAMSON, E. C.

PUB DATE NOV 66

EDRS PRICE MF-\$0.09 HC-\$0.88 22P.

DESCRIPTORS- *COUNSELING EFFECTIVENESS, *COUNSELING GOALS, *INNOVATION, COUNSELOR TRAINING, DON HILLS, ONTARIO, PROGRAM DEVELOPMENT, SPEECHES, VOCATIONAL COUNSELING,

THE MAJOR CHANGES IN COUNSELING THAT HAVE TAKEN PLACE OVER THE LAST HALF-CENTURY ARE (1) THE DEVELOPMENT OF CAREER CHOICE WITH THE IDEA OF CHANGE IN MIND, (2) THE ESTABLISHMENT OF AN INDIVIDUALIZED VALUE HIERARCHY, (3) THE EMPHASIS ON PERSONALITY DEVELOPMENT, (4) THE CONCEPT OF COUNSELING RELATIONSHIPS AS A NUMBER OF INTERRELATED RELATIONSHIPS, (5) THE DEVELOPMENT OF THE PERSON AS AN INDIVIDUAL, (6) THE ABANDONMENT OF COUNSELOR NEUTRALITY, (7) THE COUNSELOR'S ABILITY TO RISE ABOVE HIS OWN PREJUDICES, (8) THE MOVE TO HELPING THE COUNSELOR LEARN TO ADAPT TO AUTOMATION, (9) THE COUNSELOR'S INVOLVEMENT WITH DISCIPLINE WHICH IS CHARACTER HOLDING, AND (10) THE NEW DEVELOPMENTS IN COUNSELOR TRAINING AND GROWTH. COUNSELORS ARE GRADUALLY GOING BEYOND TECHNIQUE, AND, IN THE FUTURE, TECHNIQUE MUST BE DEVELOPED ON A TECHNOLOGICAL FOUNDATION OF HUMAN DEVELOPMENT. THESE BASIC CHANGES WILL ALLOW THE COUNSELOR TO AID STUDENTS TO MORE

EFFECTIVELY BECOME FULLY HUMANE PERSONS. THIS PAPER WAS PRESENTED AT THE ANNUAL CONFERENCE OF THE ONTARIO SCHOOL COUNSELLOR'S ASSOCIATION (2D, DON MILLS, NOVEMBER 10-12, 1986). (AF)

ED 012 075

CG 000 234

SELF-CONCEPT OF THE SCHOOL COUNSELLOR.
BY- ISABELLE, L. A.

PUB DATE NOV 86

EDRS PRICE MF-\$0.09 HC-\$0.56 14P.

DESCRIPTORS- *COUNSELOR TRAINING, *SELF CONCEPT, *VOCATIONAL DEVELOPMENT, DON MILLS, DONALD E. SUPER, ONTARIO, PUBLIC SCHOOLS, SELF ACTUALIZATION, SPEECHES,

THERE IS A NEED FOR COUNSELORS TO DEVELOP A VOCATIONAL SELF-CONCEPT WHICH WOULD SERVE AS A GUIDE DURING THEIR PROFESSIONAL GROWTH. BASED ON SUPER'S THEORY AND DEFINITIONS, THE CRITICAL POINTS IN COUNSELOR VOCATIONAL SELF-CONCEPT DEVELOPMENT INCLUDE THE EXPLORATORY, REALITY TESTING, AND THE ESTABLISHMENT STAGES. THE COUNSELOR VOCATIONAL-EDUCATION PROGRAMS FOR ONTARIO, CANADA, ARE DISCUSSED, AND IT IS CONCLUDED THAT CHANGE IN THESE PROGRAMS IS NEEDED. CONFUSED SELF-IMAGES STEM FROM THE LACK OF AN IDENTITY AS WELL AS THE LACK OF A CLEARLY DEFINED ROLE FOR COUNSELORS. A NEW PLAN IS DESCRIBED WHICH ADVOCATES WORK AT THE GRADUATE LEVEL ON A FULL-TIME BASIS FOR A MINIMUM OF 2 YEARS. THE COURSE WORK WOULD BE DEVELOPED AROUND PSYCHOLOGY AND EDUCATION WITH ADDITIONAL COURSES IN ECONOMICS AND SOCIAL SCIENCES. PRACTICUM UNDER SUPERVISION WOULD BE REQUIRED AND PERHAPS A SUPERVISED STUDENT TEACHING EXPERIENCE. EXPOSURE TO RESEARCH WOULD BE AN ADDITIONAL PREREQUISITE. IT IS FELT THAT SUCH A CHANGE IN THE EDUCATIONAL PRACTICES WOULD HELP FUTURE COUNSELORS DEFINE MORE EXACTLY WHO THEY ARE AND WHAT THEIR ROLE SHOULD BE. THIS PAPER WAS PRESENTED AT THE ANNUAL CONFERENCE OF THE ONTARIO SCHOOL COUNSELLOR'S ASSOCIATION (2D, DON MILLS, NOVEMBER 10-12, 1986). (AF)

ED 012 076

CG 000 236

A PROPOSED MODEL AND RESEARCH DESIGN FOR PUPIL PERSONNEL SERVICES IN THE PUBLIC SCHOOLS, MONOGRAPH 1.
BY- SHAM, MERVILLE C. TUEL, JOHN K.
CHICO STATE COLL., CALIF.

PUB DATE JUL 85

EDRS PRICE MF-\$0.18 HC-\$4.48 112P.

DESCRIPTORS- *COUNSELOR ROLE, *GROUP GUIDANCE, *GUIDANCE SERVICES, *SCHEMATIC STUDIES, CHICO, COUNSELORS, EDUCATIONAL ATTITUDES, GROUP COUNSELING, LOS ANGELES, MODELS, PARENTS, RESEARCH PROJECTS, TEACHERS, UNIVERSITY OF CALIFORNIA,

THE NEED TO DEFINE THE ROLE OF THE GUIDANCE SERVICES IS THE BASIS FOR THE 3-YEAR STUDY. THE MAJOR HYPOTHESIS IS THAT GUIDANCE SPECIALISTS CAN ENHANCE LEARNING MORE EFFECTIVELY THROUGH INTERVENTION IN THE LEARNING ENVIRONMENT OF CHILDREN THAN THROUGH DIRECT REMEDIAL APPROACHES TO CHILDREN THEMSELVES. THE MODEL USES AN APPROACH TO GUIDANCE ACTIVITIES INVOLVING AN EMPHASIS ON PROVIDING SERVICES PRIMARILY TO TEACHERS AND PARENTS. THE BASIC RESEARCH ASPECT WILL INVOLVE THE COLLECTION OF COMPREHENSIVE DATA ON THE SCHOOL ENVIRONMENT FROM A WIDE SAMPLE OF THE NATIONAL SCHOOL POPULATION. THE ACTION RESEARCH WILL INVOLVE THE OPERATION OF

DEMONSTRATION CENTERS IN PUBLIC SCHOOLS AT EACH LEVEL. ONLY 21 SELECTED SCHOOLS WILL BE INVOLVED SO THAT IMPLEMENTATION OF THE OVERALL CONCEPTUAL MODEL WILL BE EXECUTED AS FULLY AS POSSIBLE UNDER LOCAL CIRCUMSTANCES. SELECTED GUIDANCE SPECIALISTS SERVING THESE SCHOOLS WILL BE GIVEN INTENSIVE TRAINING AT SUMMER WORKSHOPS HELD AT THE UNIVERSITY OF CALIFORNIA, LOS ANGELES. BEGINNING IN 1984 THEY WILL DEVOTE ABOUT 4 HOURS A WEEK TO CONDUCTING GROUP SESSIONS WITH PARENTS. THE NEXT YEAR, GROUP WORK WITH TEACHERS WILL BE ADDED. ASSESSMENTS OF A WIDE SPECTRUM OF VARIABLES WILL BE CONDUCTED AS SPECIFIED POINTS THROUGHOUT THE STUDY. (AO)

ED 012 077

CG 000 237

GUIDANCE RESEARCH IN ACTION, GROUP COUNSELING WITH PARENTS, MONOGRAPH 2.

BY- SHAM, MERVILLE C. TUEL, JOHN K.
CHICO STATE COLL., CALIF.

PUB DATE APR 85

EDRS PRICE MF-\$0.45 HC-\$13.24 331P.

DESCRIPTORS- *COUNSELING, *DATA COLLECTION, *FAMILY ENVIRONMENT, *GROUP COUNSELING, *PARENTS, *PERCEPTION, BIBLIOGRAPHIES, CHICO, COMMUNITY ATTITUDES, COUNSELOR ROLE, COUNSELORS, EDUCATIONAL ATTITUDES, ELEMENTARY SCHOOLS, HIGH SCHOOLS, JUNIOR HIGH SCHOOLS, KUDER PREFERENCE, LOS ANGELES, MODELS, RESEARCH METHODOLOGY, RESEARCH PROJECTS, STUDENTS, SYSTEMS APPROACH, TEACHERS, UNIVERSITY OF CALIFORNIA,

THE SECOND PHASE OF A 3-YEAR STUDY TO DEFINE AN OBJECTIVE FOR GUIDANCE SERVICES IS PRIMARILY CONCERNED WITH THE INCLUSION OF TEACHERS IN GROUP COUNSELING AND THE CONTINUED DEVELOPMENT OF GROUP COUNSELING WITH PARENTS. THE 22 PARTICIPATING SCHOOLS FROM SIX SCHOOL DISTRICTS IN CALIFORNIA AND NEW MEXICO INCLUDED K-12 FROM ALL SOCIOECONOMIC LEVELS. TO FACILITATE BOTH THE RESEARCH PROCEDURE AND THE DATA PROCESSING, 10 DATA-COLLECTION INSTRUMENTS WERE DEVELOPED, REFINED, AND USED WITH INDIVIDUALS, GROUPS, AND SCHOOLS. A WIDE VARIETY OF DATA RANGING FROM EXPRESSION OF ATTITUDE TO RATINGS OF OVERT BEHAVIOR WAS COLLECTED AND STORED ON PUNCH CARDS. THE ANALYSIS OF THESE DATA WAS CONDUCTED ACCORDING TO THE PATTERN SET BY THE SPECIFIC MAJOR HYPOTHESES REGARDING CORRELATIONS OF THE PERCEPTIONS OF STUDENTS, TEACHERS, AND PARENTS CONCERNING APTITUDES, VOCATIONAL INTERESTS, AND STUDENT SCHOLASTIC PERFORMANCE AS WELL AS THE RELATIONSHIP OF EDUCATIONAL ATTITUDES, COMMUNITY ATTITUDES, AND PARENTAL PARTICIPATION IN THE STUDY. ELEVEN VARIABLES WERE CONSIDERED IN THE HYPOTHESES. ONE MAJOR HYPOTHESIS WAS CONCERNED WITH THE EFFECTS COUNSELING WITH PARENTS AND TEACHERS HAS ON STUDENTS. THE PRELIMINARY FINDINGS, ALTHOUGH PRIMARILY ACTUARIAL IN NATURE AND NOT COMPLETE, PROVIDE SOME INDICATION THAT THE GROUP APPROACH IS FEASIBLE FROM BOTH THE POINT OF VIEW OF THE PUPIL PERSONNEL SPECIALIST AND THE DEGREE OF PARENT PARTICIPATION. (AO)

ED 012 078

CG 000 238

USING PERSONALITY MEASURES WITH COLLEGE STUDENTS.

BY- GRIENECKS, LAURABETH

PUB DATE MAR 87

EDRS PRICE MF-\$0.09 HC-\$0.60 15P.

DESCRIPTORS- *COLLEGE STUDENTS, *STUDENT CHARACTERISTICS,

BEHAVIORAL PATTERNS, CLARK TROW RATINGS, DALLAS, PERSONALITY ASSESSMENT, SCHOLASTIC APTITUDE TEST, SUBCULTURE, UNIVERSITY OF TEXAS,

THE UNIVERSITY OF TEXAS CONDUCTED A STUDY TO DETERMINE IF DIFFERENT BEHAVIORAL PATTERNS APPEAR AMONG DIFFERENT TYPES OF COLLEGE STUDENTS--THE COLLEGIATE WHO PURSUES FUN, THE SKILL SEEKING VOCATIONAL STUDENT, THE KNOWLEDGE-FOR-ITS-OWN-SAKE ACADEMIC STUDENT, AND THE IDENTITY-CONSCIOUS NONCONFORMIST. DEMOGRAPHIC DATA, THE SCHOLASTIC APTITUDE TEST (SAT) VERBAL AND MATH SCORES, CLARK-TROW RATINGS, AND GRADE POINT AVERAGES WERE AVAILABLE FOR THE SUBJECTS USED. MALE ACADEMIC STUDENTS WERE FOUND TO HAVE HIGHER GRADE POINT AVERAGES AND SAT VERBAL AND MATH SCORES THAN STUDENTS WITH VOCATIONAL, COLLEGIATE, OR NONCONFORMIST ORIENTATION. THE RESULTS SHOWED--(1) MORE ACADEMICS RECEIVED SCHOLARSHIPS, (2) PARENTS OF THE VOCATIONAL STUDENT HAD LESS FORMAL EDUCATION THAN OTHER PARENTS, (3) MORE VOCATIONAL STUDENTS WERE WORKING TOWARDS DOCTORATES, MORE COLLEGIATES TOWARD A LAW DEGREE, AND THE NONCONFORMIST GROUP DID NOT KNOW WHAT DEGREE THEY WERE GOING TO WORK ON, AND (4) MORE VOCATIONALS LIVED IN APARTMENTS WHILE MORE COLLEGIATES LIVED IN THE DORM. FROM THIS DATA, DEFINITIVE STATEMENTS CANNOT BE MADE ABOUT THE STUDENTS AT THIS UNIVERSITY. MORE DIFFERENTIATING DEMOGRAPHIC VARIABLES AND LESS PROVINCIAL SUBJECTS NEED TO BE CHOSEN. HOWEVER, WHEN USED TO COMPARE STUDENT ORIENTATION ON SEVERAL CAMPUSES, THE CLARK-TROW RATING SCALE HAS PROVED VALUABLE. THIS PAPER WAS PRESENTED AT THE AMERICAN PERSONNEL AND GUIDANCE ASSOCIATION CONVENTION (DALLAS, MARCH 21, 1967). (VL)

ED 012 079

CG 000 240

THE MILLENIUM--PREPARATION PROGRAMS FOR ELEMENTARY SCHOOL COUNSELORS OF THE FUTURE.

BY- NELSON, RICHARD C.

PUB DATE 21 MAR 67

EDRS PRICE MF-\$0.09 HC-\$0.48 12P.

DESCRIPTORS- *COUNSELOR TRAINING, DALLAS, ELEMENTARY SCHOOL COUNSELING, ELEMENTARY SCHOOLS, PROGRAM DEVELOPMENT, PROGRAM GUIDES, PROGRAM IMPROVEMENT, SPEECHES,

ELEMENTARY SCHOOL GUIDANCE PROGRAMS WILL EXIST IN THE FUTURE. THE CHANGING WORLD OF WORK WILL CAUSE CURRICULUM REVISIONS TO INCLUDE OCCUPATIONAL UNDERSTANDING WHICH WILL PERMIT MORE COUNSELING. THE COUNSELOR WILL AID CHILDREN IN DEVELOPING WORTHWHILE LEISURE PURSUITS AND AN AWARENESS OF A MULTIPLE-CAREER FUTURE. AS COUNSELING PROGRAMS GROW IN NUMBER, RESEARCH DIMENSIONS WILL IMPROVE ALONG WITH THE CONSULTING THAT GOES ON IN THE SCHOOL SETTING, AND FUNCTIONARIES WILL BE AVAILABLE TO RELEASE THE COUNSELOR FROM SECRETARIAL CHORES. THE COUNSELOR WILL BE A PROFESSIONAL AND WILL REQUIRE A 2-YEAR TRAINING PROGRAM. ELECTRONICALLY MONITORED OFF-CAMPUS PRACTICUM EXPERIENCES AND A PAID INTERNSHIP OF A 1/2-YEAR WILL OCCUR ALONG WITH EXTENSIVE SENSITIVITY TRAINING. A LIAISON WITH THE UNIVERSITY AND COMMUNITY WILL BE MAINTAINED FOR SERVICE AND RESEARCH PURPOSES. GROUP COUNSELING WILL BECOME VALUED CONCOMITANT WITH GROUP COUNSELING PRACTICUM EXPERIENCES. AS EXPERIENCE IN ELEMENTARY SCHOOL GUIDANCE INCREASES, COUNSELOR EDUCATION PROGRAMS WILL INCLUDE A COUNSELING TECHNIQUES COURSE RELATED TO THE ELEMENTARY SCHOOL CHILD. IMPROVEMENTS IN TECHNOLOGY

WILL AID BOTH COUNSELOR EDUCATION AND THE COUNSELING EXPERIENCE. THIS PAPER WAS PRESENTED AT THE AMERICAN PERSONNEL AND GUIDANCE ASSOCIATION CONVENTION (DALLAS, MARCH 21, 1967). (VL)

ED 012 080

CG 000 241

EDUCATIONAL ATTAINMENT OF PARENTS AS RELATED TO STUDENTS' FEELINGS ABOUT SELF AND FAMILY.

BY- HALL, EVERETTE, BARGER, BEN

FLORIDA UNIV., GAINESVILLE

REPORT NUMBER MHP-BULL-33

PUB DATE APR 67

EDRS PRICE MF-\$0.09 HC-\$0.80 20P.

DESCRIPTORS- *COLLEGE STUDENTS, *EDUCATIONAL STATUS COMPARISON, *PARENT EDUCATION, *PARENT STUDENT RELATIONSHIP, *SELF CONCEPT, EDUCATIONAL BACKGROUND, GAINESVILLE, MENTAL HEALTH, QUESTIONNAIRES, RESEARCH PROJECTS, SCHOOL AND COLLEGE ABILITY TEST,

QUESTIONNAIRES ASSESSING STUDENTS' FEELINGS CONCERNING RESPONSIBILITY AND AUTONOMY, VOCATIONAL CHOICE, ACCOMPLISHMENTS, ACTIVITIES, PARENTAL RELATIONSHIPS, SELF-DISCLOSURE, SELF-CONCEPTS, AND CERTAIN AREAS OF FAMILY BACKGROUND WERE ADMINISTERED TO ALL NEW LOWER-DIVISION STUDENTS ENTERING THE UNIVERSITY OF FLORIDA IN SEPTEMBER 1966. THE TOTAL SAMPLE, MALES AND FEMALES SEPARATELY, WAS DIVIDED INTO SEVEN GROUPS DENOTING THE LEVEL OF THE FATHERS' EDUCATION. THE RESPONSES OF THE GROUP WERE COMPARED BY SIMPLE ANALYSIS OF VARIANCE. ALTHOUGH SOMEWHAT DIFFERENT VARIABLES OVERALL ARE RELATED TO MALE AND FEMALE STUDENTS, THERE ARE SOME GENERAL TRENDS. PARENTS WITH MORE EDUCATION SEEM TO TAKE MORE INTEREST IN THE HIGH SCHOOL ACTIVITIES OF THEIR CHILDREN AND ARE LESS PERMISSIVE IN REGARD TO HOMEWORK AND ACADEMIC PERFORMANCE. COLLEGE-TRAINED PARENTS ARE MUCH MORE DEMANDING AND PERHAPS LESS ACCEPTING OF THEIR CHILDREN. THEY ALSO PROVIDE MORE OPPORTUNITY FOR DISCUSSION, ESPECIALLY IN THE INTELLECTUAL AREAS. THERE ARE INDICATIONS THAT STUDENTS FROM LOWER EDUCATIONAL BACKGROUNDS ARE LESS CONFIDENT ABOUT ADAPTING TO THE UNIVERSITY ENVIRONMENT. FOR GIRLS, WITH AN INCREASE IN THE MOTHER'S EDUCATION, THERE IS AN INCREASE IN POSITIVE FEELINGS ABOUT RESPONSIBILITY AND THEIR OWN EMOTIONAL MATURITY. BOYS SHOW A DECREASE IN POSITIVE FEELINGS AS THE MOTHER'S EDUCATIONAL ATTAINMENT INCREASES. (AO)

ED 012 081

CG 000 242

PARENT AND COUNSELOR PERCEPTIONS OF THEIR PARTICIPATION IN GROUP COUNSELING, MONOGRAPH 3.

BY- RECTOR, WILLIAM SHAW, MERVILLE C.

CHICO STATE COLL., CALIF.

PUB DATE OCT 66

EDRS PRICE MF-\$0.09 HC-\$2.00 50P.

DESCRIPTORS- *COUNSELORS, *GROUP COUNSELING, *PARENT REACTION, *PERCEPTION, CHICO, HOSTILITY, INTERACTION PROCESS ANALYSIS, RAPPORT, TABLES (DATA),

THIS STUDY INVESTIGATED THE SUBJECTIVE PERCEPTIONS OF BOTH COUNSELORS AND COUNSELEES TO A GROUP COUNSELING EXPERIENCE PROVIDED BY THE PUBLIC SCHOOLS FOR PARENTS OF CHILDREN IN THE FIRST, SEVENTH, AND NINTH GRADES. THESE DATA WERE COLLECTED IN FIVE SCHOOL DISTRICTS FROM 41 COUNSELORS WHO HAD CONDUCTED A TOTAL OF 120 PARENT COUNSELING GROUPS. AN

ANALYSIS OF THE DATA FROM THE POST-SERIES REACTION SHEET FOR PARENTS, THE QUALITATIVE IMPRESSIONS OF CONSULTANTS, AND THE COUNSELOR REACTIONS TO SPECIFIC GROUPS CONCLUDED THAT BOTH COUNSELORS AND PARENTS PERCEIVED THEIR GROUP COUNSELING EXPERIENCES POSITIVELY. LENGTH OF PARTICIPATION IN COUNSELING GROUPS WAS DIRECTLY RELATED TO MANY OF THE RESPONSES. ALTHOUGH RELATIVELY FEW PARENTS PERCEIVED CHANGES IN THEIR CHILDREN'S BEHAVIOR DURING COUNSELING, THOSE WHO DID PERCEIVE BEHAVIOR CHANGE PARTICIPATED IN MORE GROUP SESSIONS. RAPPORT (BEST AMONG ELEMENTARY SCHOOL GROUPS) AND GENERAL OUTCOMES WERE PERCEIVED BY COUNSELORS AS INCREASED BY MORE GROUP SESSIONS. COUNSELORS FOUND THEIR GREATEST PROBLEM TO BE STRUCTURING GROUPS AND FACILITATING THE GROUP PROCESS. NEARLY ONE-THIRD OF THE COUNSELORS INDICATED THAT EXPERIENCE IN INDIVIDUAL COUNSELING HAD A NEGATIVE EFFECT ON THEIR PERFORMANCE AS GROUP COUNSELORS. (AO)

ED 012 082

CG 000 243

PREDICTING GRADES FROM BELOW CHANCE TEST SCORES.

BY- HILLS, JOHN R. GLADNEY, MARILYN B.

UNIVERSITY SYSTEM OF GEORGIA, ATLANTA

REPORT NUMBER USG-RB-3-66

PUB DATE 27 MAY 66

EDRS PRICE MF-\$0.09 NC-\$0.72 18P.

DESCRIPTORS- *COLLEGE ENTRANCE EXAMINATIONS, *PREDICTIVE VALIDITY, ATLANTA, COLLEGE STUDENTS, GRADE POINT AVERAGE, GULLIKSEN WILKS REGRESSION TESTS, NEGROES, RESEARCH PROJECTS, SCHOLASTIC APTITUDE TEST, SCHOOL AND COLLEGE ABILITY TEST,

THIS STUDY IS AN ATTEMPT TO DETERMINE WHETHER THE USE OF BELOW-CHANCE SCORES CAN BE EXPECTED TO GIVE DIFFERENT RESULTS IN PREDICTION OF GRADES THAN THE USE OF ABOVE-CHANCE SCORES, THAT IS, WHETHER IT IS SOUND TO USE BELOW-CHANCE SCORES IN AN ACADEMIC-PREDICTION REGRESSION EQUATION. DATA WERE OBTAINED FROM THE THREE PUBLIC, PREDOMINANTLY NEGRO COLLEGES IN GEORGIA. THE STUDENTS WERE THOSE WHO ENTERED IN THE FALL QUARTER OF 1964 AND COMPLETED THE ACADEMIC YEAR. THE STUDENTS WERE DIVIDED INTO SEVERAL GROUPINGS ACCORDING TO THEIR SCHOLASTIC APTITUDE TEST (SAT) SCORES. CORRELATIONS WERE COMPUTED BETWEEN SCORES AND 1ST-YEAR GRADE AVERAGE. THESE DATA SEEM TO INDICATE THAT BELOW-CHANCE TEST SCORES ARE AS PREDICTIVE OF PRACTICAL CRITERION (COLLEGE GRADES) AS ARE ABOVE-CHANCE TEST SCORES. THE STUDY ALSO EXAMINED THE USEFULNESS OF RANGE-RESTRICTION-ADJUSTMENT PROCEDURES IN SUCH APPLICATIONS. REGRESSION TESTS FOR SEVERAL SAMPLES WITH BELOW-CHANCE SCORES WERE NOT DIFFERENT FROM THE REGRESSION LINES IN THE ABOVE-CHANCE SAMPLES. THE RANGE-RESTRICTION-ADJUSTMENT PROCEDURES GAVE ERRATIC RESULTS SUGGESTING THAT THEY SHOULD NOT BE RELIED ON WHEN VARIABILITY IS AS SEVERELY RESTRICTED AS IS THE CASE IN STUDYING BELOW-CHANCE SCORES. (AO)

ED 012 083

CG 000 244

INTERPERSONAL RELATIONSHIPS--A REVIEW. UTAH STUDIES IN VOCATIONAL REHABILITATION.

BY- RUSHLAU, PERRY J. JORGENSEN, GARY G.

UTAH UNIV., SALT LAKE CITY, REG. REHAB. RES. INST.

REPORT NUMBER RRR1-BULL-1

PUB DATE JUL 66

EDRS PRICE MF-\$0.18 NC-\$3.76 94P.

DESCRIPTORS- *PERCEPTION, *REHABILITATION COUNSELING, *RELATIONSHIP, BIBLIOGRAPHIES, COUNSELING, GROUP STRUCTURE,

INTERACTION PROCESS ANALYSIS, INTERPERSONAL RELATIONSHIP, MCGRATH'S SCHEMA, PERSONALITY, RESEARCH, SALT LAKE CITY, SCHEMATIC STUDIES, SELF EVALUATION, THEORIES, VOCATIONAL REHABILITATION ADMINISTRATION,

THIS MONOGRAPH IS A REVIEW OF SELECTED LITERATURE IN THE AREA OF INTERPERSONAL RELATIONSHIPS, WHICH HAS RELEVANCE TO THE CLIENT-COUNSELOR INTERACTION. THE STUDIES HAVE BEEN TREATED WITHIN THE FRAMEWORK OF MCGRATH'S DESCRIPTIVE MODEL FOR INTERPERSONAL RELATIONSHIPS. COMPARATIVE ANALYSIS OF THEORETICAL APPROACHES HAS YIELDED TWO LINES OF EVIDENCE CONCERNING CONVERGENCIES IN THE CONCEPTUALIZATION ON INTERPERSONAL RELATIONSHIPS. THE FIRST IS THE TENDENCY TO CONCENTRATE ON DYADIC OR TRIADIC RELATIONSHIPS. THE SECOND IS AGREEMENT TO AN EXTENT ON THE SIGNIFICANT PARAMETERS OF INTERPERSONAL RELATIONSHIPS. THROUGHOUT THE THEORETICAL AND EMPIRICAL STUDIES, THERE IS EVIDENCE THAT THE INTERPERSONAL RELATIONSHIPS ARE NOT MERELY A FUNCTION OF THE SIMPLE EFFECTS OF INDIVIDUAL VARIABLES. THEY ARE A FUNCTION OF THE COMPLEXLY INDEPENDENT ACTIONS OF MULTIPLE PSYCHOLOGICAL AND SOCIAL FORCES. PREDICTIVE CAPABILITIES OF THE STUDIES HAVE BEEN GREATEST WHEN THEIR DESIGNS HAVE INCORPORATED ASSUMPTIONS OF THE COMPLEX INTERDEPENDENCE OF VARIABLES. THEORETICAL PROPOSALS AND EXPERIMENTAL DATA SUGGEST DIRECTIONS FOR RESEARCH DEALING WITH THE INITIAL PHASE AND THE MAINTENANCE PHASE OF THE CLIENT-COUNSELOR RELATIONSHIP. A GENERAL CONCLUSION IS THAT THE COUNSELOR MUST BE AWARE OF HIMSELF NOT ONLY AS A PERCEIVER, BUT AS AN OBJECT OF PERCEPTION BY OTHERS AS WELL AS BY HIMSELF. (AO)

ED 012 084

CG 000 246

NON-INTELLECTIVE PREDICTORS OF ACHIEVEMENT IN COLLEGE.

BY- NICHOLS, ROBERT C.

NATIONAL MERIT SCHOLARSHIP CORP., EVANSTON, ILL.

REPORT NUMBER NMSC-RR-VOL-1-NO-6

PUB DATE 65

EDRS PRICE MF-\$0.09 NC-\$0.96 24P.

DESCRIPTORS- *ACADEMIC ACHIEVEMENT, *COCURRICULAR ACTIVITIES, *COLLEGE ENTRANCE, *PREDICTIVE ABILITY (TESTING), ACHIEVEMENT RATING, ADJECTIVE CHECK LIST, BIBLIOGRAPHIES, CALIFORNIA PSYCHOLOGICAL INVENTORY, CARNEGIE CORPORATION, COLLEGE STUDENTS, COMPETITIVE SELECTION, EVANSTON, EXAMINATIONS, FORD FOUNDATION, HIGH SCHOOLS, NATIONAL MERIT SCHOLARSHIP QUALIFICATIONS TEST, NATIONAL SCIENCE FOUNDATION, OBJECTIVE BEHAVIOR INVENTORY, VOCATIONAL PREFERENCE INVENTORY,

SCALES FOR PREDICTING 1ST-YEAR COLLEGE GRADES AND EXTRACURRICULAR ACHIEVEMENT WERE DEVELOPED BY ITEM ANALYSIS FROM EACH OF FOUR ITEM POOLS--THE CALIFORNIA PSYCHOLOGICAL INVENTORY (CPI), THE VOCATIONAL PREFERENCE INVENTORY (VPI), AN ADJECTIVE CHECK LIST (ACL), AND AN EXPERIMENTAL OBJECTIVE BEHAVIOR INVENTORY (OBI)--USING A SAMPLE OF 1,013 NATIONAL MERIT FINALISTS. THE SCALES WERE CROSS-VALIDATED USING SAMPLES OF 179 MALE AND 138 FEMALE MERIT FINALISTS AND 201 MALE AND 218 FEMALE STUDENTS OF AVERAGE ABILITY. THE CPI AND OBI SCALES HAD HIGHER VALIDITIES THAN THOSE DEVELOPED FROM THE ACL AND VPI. THE BEST PREDICTOR OF COLLEGE GRADES WAS RANK IN HIGH SCHOOL CLASS (NSR) FOLLOWED BY THE NONINTELLECTIVE GRADE SCALES AND FINALLY BY APTITUDE TEST SCORES. THE NONINTELLECTIVE SCALES ADDED TO THE PREDICTION OF GRADES IN A REGRESSION EQUATION INCLUDING NSR AND TEST SCORES. THE BEST PREDICTORS OF EXTRACURRICULAR ACHIEVEMENT IN

A REGRESSIVE EQUATION INCLUDED THE NONINTELLECTIVE SCALES.
(AO)

ED 012 085

CG 000 247

INTERRELATIONSHIPS BETWEEN COUNSELOR AND TEACHER PERCEPTIONS
OF THEIR PARTICIPATION IN GROUP COUNSELING.
BY- SHAM, MERVILLE C.

PUB DATE MAR 67

EDRS PRICE MF-\$0.09 HC-\$0.72 18P.

DESCRIPTORS- *GROUP COUNSELING, COUNSELING EFFECTIVENESS,
DALLAS, EDUCATIONAL RESEARCH, GROUPS, SCHOOL NURSES, SCHOOL
PSYCHOLOGISTS, SPEECH THERAPISTS, SPEECHES, TEACHER RESPONSE,

THIS RESEARCH EXAMINES THE DEGREE OF CONGRUENCE WHICH
EXISTS BETWEEN COUNSELOR AND TEACHER PERCEPTIONS OF GROUP
COUNSELING. THIRTY COUNSELING GROUPS COMPOSED OF TEACHERS,
SCHOOL PSYCHOLOGISTS, SCHOOL COUNSELORS, SPEECH THERAPISTS,
AND NURSES WERE FORMED, UTILIZING ALL INDIVIDUALS OTHER THAN
TEACHERS AS GROUP LEADERS. TWO SERIES OF GROUP COUNSELING
SESSIONS WERE CONDUCTED (FALL AND SPRING) IN WHICH THE MAIN
THEME WAS A DISCUSSION OF ISSUES AND PROBLEMS OF TEACHERS IN
THEIR DAILY WORK. REACTIONS WERE OBTAINED FROM ONLY THE
TEACHERS AND COUNSELORS BY A QUESTIONNAIRE FOLLOWING EACH
SERIES OF GROUP COUNSELING SESSIONS. CORRELATIONS OF THE DATA
COLLECTED REVEALED THAT COUNSELOR PERCEPTIONS OF RAPPORT
PARALLELED THE MEMBERS' REACTIONS TO THE HELPFULNESS OF THE
SESSIONS. OTHER FINDINGS WERE THAT (1) COUNSELORS PERCEIVED
POSITIVE OUTCOMES ONLY WHEN THERE WAS LITTLE DIFFERENCE OF
OPINION AMONG GROUP MEMBERS ABOUT RECOMMENDING GROUP
PARTICIPATION TO THEIR PEERS, (2) TEACHERS FELT THE GROUP
DISCUSSIONS HAD BEEN HELPFUL WHEN THE COUNSELOR FELT NO
INSISTENCE USING A LECTURE APPROACH, AND (3) THERE IS A
RELATIONSHIP BETWEEN COUNSELOR PERCEPTIONS OF THE IMPACT OF
GROUP COUNSELING ON CHILDREN AND TEACHER FEELINGS THAT THE
GROUPS HAVE BEEN HELPFUL. A HIGH DEGREE OF CONGRUENCE EXISTS
BETWEEN COUNSELORS AND TEACHERS RELATIVE TO THEIR EXPERIENCES
IN THE GROUPS. THIS PAPER WAS PRESENTED AT THE AMERICAN
PERSONNEL AND GUIDANCE ASSOCIATION CONVENTION (DALLAS, MARCH
21, 1967). (RL)

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CG 000 248

PROBLEMS IN THE MEASUREMENT AND ASSESSMENT OF SOCIAL MATURITY
IN THE AMERICAN ADOLESCENT.

BY- GOINS, ALVIN E.

PUB DATE 20 MAR 67

EDRS PRICE MF-\$0.09 HC-\$0.48 12P.

DESCRIPTORS- *ADOLESCENCE, *HUMAN DEVELOPMENT, ADOLESCENTS,
BIBLIOGRAPHIES, DALLAS, DEVELOPMENTAL PSYCHOLOGY, INDIVIDUAL
PSYCHOLOGY, SOCIAL ADJUSTMENT, SOCIAL DEVELOPMENT, SOCIAL
MATURITY, SPEECHES,

SOCIAL MATURITY IN THE AMERICAN ADOLESCENT IS DEFINED AS
THAT PERIOD SOMEWHERE BETWEEN CHILDHOOD AND ADULTHOOD WHEN
THE INDIVIDUAL HAS ACHIEVED THE ABILITY TO TOLERATE AND
ADJUST TO FRUSTRATION WITHOUT STRESS WHILE ACHIEVING ECONOMIC
INDEPENDENCE, A TOLERANT OUTLOOK, AND A SATISFACTORY LIFE
PHILOSOPHY. THE MEASURES OF SOCIAL MATURITY OF THE ADOLESCENT
HAVE BEEN LARGELY BASED UPON THE MIDDLE-CLASS, WHITE,
AMERICAN POPULATION WITH LITTLE EMPHASIS UPON CONTRASTS
BETWEEN URBAN, RURAL, AND SMALL-TOWN ADOLESCENTS BY SOCIAL

CLASSES. THE METHODS OF STUDYING ADOLESCENCE HAVE BEEN RATING
TECHNIQUES (INVENTORIES, QUESTIONNAIRES, AND SCALES),
SELF-REPORTING TECHNIQUES, ANTHROPOLOGICAL STUDIES, CLINICAL
STUDIES, AND EXPERIMENTAL DESIGNS. BEFORE THIS AREA OF
ADOLESCENT SOCIAL MATURITY CAN BE FURTHER EXPLORED, WE MUST
KNOW MORE ABOUT ADOLESCENT SOCIAL BEHAVIOR, INTERESTS,
PROBLEMS, AND DEVELOPMENTS. THIS PAPER WAS PRESENTED AT THE
AMERICAN PERSONNEL AND GUIDANCE ASSOCIATION CONVENTION
(DALLAS, MARCH 20, 1967). (RL)

ED 012 087

CG 000 250

GUIDE TO ASSESSMENT AND EVALUATION PROCEDURES, THE NEW
ENGLAND EDUCATIONAL PROJECT.

BY- ANNAS, PHILIP A. AND OTHERS

NEW ENGLAND EDUCATIONAL ASSESSMENT PROJECT

PUB DATE OCT 66

EDRS PRICE MF-\$0.09 HC-\$1.48 37P.

DESCRIPTORS- *EVALUATION METHODS, *PILOT PROJECTS, *PROGRAM
EVALUATION, BIBLIOGRAPHIES, GLOSSARIES, NEW ENGLAND,
WORKBOOKS,

THE RECENT PROLIFERATION OF FEDERAL SUPPORT PROGRAMS IN
EDUCATION HAS BROUGHT AN INCREASED DEMAND FOR CAREFULLY
PLANNED, FORMAL EVALUATION AT BOTH THE STATE AND LOCAL
LEVELS. IN ORDER TO AID LOCAL SCHOOL SYSTEMS IN THE COMPLEX
WORK OF EVALUATION OF TITLE I AND OTHER SPECIAL EDUCATION
PROJECTS, THIS GUIDE HAS BEEN PREPARED. IT PRESENTS IN
WORKBOOK FORM A STEP-BY-STEP PROCESS OF EVALUATING A PROJECT.
A GLOSSARY OF TERMS AND BIBLIOGRAPHY ARE ALSO INCLUDED. (NS)

ED 012 088

CG 000 324

GUIDANCE FOR THE EXPLORATORY YEARS, REPORT OF THE ANNUAL ALL
OHIO JR. HIGH SCHOOL GUIDANCE CONFERENCE (5TH, WEST
CARROLLTON, APRIL 28, 1967).

BY- FRUSH, WILLARD AND OTHERS

OHIO STATE DEPT. OF EDUCATION, COLUMBUS
OHIO SCHOOL COUNSELORS ASSN.

PUB DATE MAY 67

EDRS PRICE MF-\$0.18 HC-\$3.44 86P.

DESCRIPTORS- *GUIDANCE PROGRAMS, *JUNIOR HIGH SCHOOLS,
*SYMPOSIA, COCURRICULAR ACTIVITIES, COLLEGE PLANNING,
COLUMBUS, CONFERENCES, DEVELOPMENTAL GUIDANCE, EDUCATIONAL
COUNSELING, FEDERAL PROGRAMS, GROUP GUIDANCE, INDUSTRY,
INSERVICE TEACHER EDUCATION, SCHOOL ORIENTATION, SPEECHES,
STANDARDS, TEACHER GUIDANCE, UNDERACHIEVERS, VOCATIONAL
COUNSELING, WEST CARROLLTON,

THE THEME FOR THE FIFTH ANNUAL OHIO JUNIOR HIGH SCHOOL
GUIDANCE CONFERENCE, HELD ON APRIL 28, 1967, WAS "GUIDANCE
FOR THE EXPLORATORY YEARS." THE REPORT OF THIS CONFERENCE
CONTAINS A CHART ON THE DIVISION OF GUIDANCE AND TESTING OF
THE OHIO STATE DEPARTMENT OF EDUCATION, A LISTING OF THE
OFFICIAL PROGRAM, AND THE COMPLETE SPEECHES PRESENTED IN ALL
SESSIONS. THE SUBJECTS OF SOME OF THE SPEECHES GIVEN WERE
GUIDANCE AND INDUSTRY, DEVELOPMENTAL COUNSELING, AN
ADMINISTRATOR'S VIEW OF GUIDANCE, AND THE GUIDANCE PROVISIONS
IN THE NEW MINIMUM JUNIOR HIGH SCHOOL STANDARDS OF OHIO.
CONTENTS OF THE 14 GROUP SESSIONS ARE ALSO GIVEN. INDIVIDUAL
CONFERENCE FOR EDUCATIONAL PLANNING, ORIENTATION FOR
SEVENTH-GRADE STUDENTS AND THEIR PARENTS, GUIDANCE IN THE

CLASSROOM, AND AN OVERVIEW OF THE TOTAL JUNIOR HIGH SCHOOL PROGRAM WERE SOME OF THE TOPICS DEALT WITH IN THESE GROUPS. (VL)

ED 012 089

EA 000 057

IDAHO TEACHER MOBILITY--1965.

BY- ORLICH, DONALD C. AND OTHERS

IDAHO STATE UNIV., POCA TELLO, COLL. OF EDUCATION

PUB DATE JUL 66

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS- #FACULTY MOBILITY, #TEACHER CHARACTERISTICS, #TEACHER SALARIES, #TEACHER SHORTAGE, #TEACHER TRANSFER, POCA TELLO, QUESTIONNAIRES, STATISTICAL ANALYSIS, TEACHER ADMINISTRATOR RELATIONSHIP, TEACHER ATTITUDES, TEACHER BACKGROUND, TEACHER EDUCATION, TEACHER MOTIVATION, TEACHING CONDITIONS,

WITH IMPROVED CLASSROOM TEACHING AS A MAJOR GOAL, RESPONSES FROM 717 TEACHERS (72.7 PERCENT OF THE 929 SURVEYED) WERE ANALYZED TO DETERMINE CAUSES OF IDAHO'S RELATIVELY HIGH RATE OF PUBLIC SCHOOL TEACHER MOBILITY AND TO RECOMMEND MEASURES PROMOTING TEACHER RETENTION. BASED UPON SIX CONTRIBUTING FACTORS--ADMINISTRATIVE, COMMUNITY, ECONOMIC, PERSONAL AND FAMILY, PUPIL, AND WORKING CONDITIONS--A WEIGHTED COMPARATIVE MEASUREMENT TECHNIQUE, CALLED A "CRITICAL INDEX FOR TEACHER TURNOVER," WAS DEVELOPED FOR A COMPREHENSIVE EVALUATION OF TEACHER RESIGNATION. IN 1965, THE RESIGNATION OF 986 FULL-TIME CERTIFICATED PERSONNEL (13.5 PERCENT OF 7,557 TOTAL) WAS THE SMALLEST NUMBER REPORTED SINCE 1955. DATA SHOW REDUCTION WAS LARGELY DUE TO A SALARY INCREASE MADE POSSIBLE BY THE 1965 STATE SALES TAX APPROPRIATION FOR PUBLIC SCHOOLS. REASONS CITED FOR RESIGNATION OR TRANSFER WERE POOR WORKING CONDITIONS, LACK OF ADEQUATE TEACHING MATERIALS, LOW TEACHER MORALE, AND POOR COMMUNICATION BETWEEN TEACHERS AND ADMINISTRATIVE PERSONNEL. MALE TEACHERS WERE FOUND TO RESIGN OR CHANGE LOCATION PRIMARILY FOR ECONOMIC REASONS AND FEMALE TEACHERS BECAUSE OF WORKING CONDITIONS. DATA TO SUPPORT THE FINDINGS INCLUDE ANALYSES OF MINIMUM AND MAXIMUM SALARY SCHEDULES, AGE DISTRIBUTION, ACADEMIC PREPARATION FOR ELEMENTARY AND SECONDARY SCHOOL TEACHERS, MAJOR AND MINOR TEACHING FIELDS, AND RESPONSES BY SEX FOR TEACHERS LEAVING OR REMAINING IN IDAHO. THE STUDY RECOMMENDS CONTINUED IMPROVEMENT IN THE STATE'S ECONOMIC SUPPORT-BASE FOR EDUCATION TO REDUCE THE DETRIMENTAL EFFECTS OF TEACHER MOBILITY ON THE INSTRUCTIONAL PROGRAM, ESPECIALLY AT THE SECONDARY LEVEL WHERE CURRICULUM REFORMS ARE BEING INSTITUTED. THE QUESTIONNAIRES, TABULATED RESPONSES, AND BIBLIOGRAPHY ARE INCLUDED. THIS DOCUMENT IS AVAILABLE FROM THE COLLEGE OF EDUCATION, IDAHO STATE UNIVERSITY, POCA TELLO, IDAHO 83201, AND FROM THE IDAHO EDUCATION ASSOCIATION, 614 STATE STREET, BOISE, IDAHO 83702, 133 PAGES. (JK)

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EA 000 277

PLANNING IN HIGHER EDUCATION.

BY- FINCHER, CAMERON

GEORGIA UNIV., ATHENS, INST. OF HIGHER EDUCATION

PUB DATE 66

EDRS PRICE MF-\$0.09 HC-\$0.08 22P.

DESCRIPTORS- #EDUCATIONAL PLANNING, #GUIDES, #HIGHER

EDUCATION, ADMINISTRATOR RESPONSIBILITY, ATHENS, EDUCATIONAL RESPONSIBILITY, LEADERSHIP, MANPOWER DEVELOPMENT.

CENTRALIZED PLANNING AND COORDINATION ENABLE INSTITUTIONS OF HIGHER EDUCATION TO MEET THEIR RESPONSIBILITIES. MOST EFFORTS AT CENTRALIZED PLANNING ARE PREDICATED ON TWO CONCEPTS--MANPOWER NEEDS AND PROJECTING CURRENT TRENDS. THE CONCEPT OF MANPOWER NEEDS IS THE MORE LOGICAL, BUT IS ALSO MORE DIFFICULT TO CARRY OUT. PLANNING IS NOT SYNONYMOUS WITH PREDICTION, AND THERE ARE LIMITATIONS AND FALLACIES IN CURRENT PLANNING METHODS. THREE MAJOR ISSUES IN PLANNING EMERGE--(1) CERTAIN GOALS AND OBJECTIVES IN PLANNING MAY CONFLICT WITH EACH OTHER, (2) THERE MAY BE A FAILURE TO DISTINGUISH THE TYPES AND LEVELS OF PLANNING NEEDED, AND (3) UNDERSTANDING OF CHANGE AS A PROCESS MAY BE LACKING. FOUR CRITERIA FOR ESTABLISHING PLANNING PRIORITIES ARE DISCUSSED--(1) POPULATION, (2) IMITATION OF ACCOMPLISHMENTS OF OTHER STATES, (3) CRITERION OF COMPLEMENTARITY, AND (4) COST OF INSTITUTIONS AND PROGRAMS AND PRESSURE POLITICS. SEVEN GUIDELINES FOR IMPROVED EDUCATIONAL PLANNING ARE PRESENTED--(1) USE OF SPECIALIZED PROFESSIONAL PLANNERS, (2) DIFFERENTIATION OF PLANNING AND ADMINISTERING, (3) CAUTIOUS USE OF POPULATION TRENDS, (4) PROVISION OF AN ADEQUATE PLANNING STAFF WITH A CLEARLY DELINEATED ROLE, (5) DISTINCTION BETWEEN SPECIAL AND LONG-RANGE PLANNING, (6) CLEAR DISTINCTION BETWEEN PLANNING FOR A STATE SYSTEM OF HIGHER EDUCATION AND FOR INSTITUTIONAL GROWTH, AND (7) PLANNING AS A FORM OF LEADERSHIP. THIS DOCUMENT IS ALSO AVAILABLE FROM THE INSTITUTE OF HIGHER EDUCATION, UNIVERSITY OF GEORGIA, ATHENS, GEORGIA 30601, FOR \$0.50 (HW)

ED 012 091

EA 000 389

DETERMINANTS OF SCHOOL ENROLLMENT AND SCHOOL PERFORMANCE.

BY- CONLISK, JOHN

WISCONSIN UNIV., MADISON

EDRS PRICE MF-\$0.09 HC-\$1.08 27P.

DESCRIPTORS- #ACADEMIC PERFORMANCE, #MODELS, #PARENTAL BACKGROUND, #STUDENT ENROLLMENT, ACCELERATION, AGE GROUPS, FAMILY INCOME, GRADE REPETITION, MADISON, RURAL URBAN DIFFERENCES, STATISTICAL ANALYSIS,

DEMOGRAPHIC VARIABLES (X) DESCRIBING AGE, COLOR, SEX, RURAL-URBAN STATUS, EDUCATION OF PARENTS, AND INCOME OF PARENTS ARE USED AS EXOGENOUS VARIABLES TO EXPLAIN SCHOOL ENROLLMENT RATES (R)--THE FRACTION OF A GROUP WITHIN THE SCHOOL AGE POPULATION ENROLLED IN SCHOOL--AND RELATIVE PROGRESS (P)--THE FRACTION OF A GROUP OF STUDENTS WHO ARE AHEAD OF THEIR AGE GROUP MINUS THE FRACTION WHO ARE BEHIND. A MODEL IS DEVELOPED AND TESTED STATISTICALLY, USING DATA OF ONE OF THE 1980 CENSUS SPECIAL REPORTS ON EDUCATION. THE RESULTS SHOW THAT THE X VARIABLES, ESPECIALLY THE PARENT'S EDUCATION VARIABLE, ARE SUCCESSFUL IN EXPLAINING R AND P. THESE X VARIABLES ARE, HOWEVER, ALMOST COMPLETELY OUTSIDE THE CONTROL OF THE CHILDREN THEMSELVES SO THAT TO SOME EXTENT THIS IS A MEASURE OF A LACK OF EQUAL OPPORTUNITY. IN ADDITION, THESE X VARIABLES ARE OUTSIDE THE CONTROL OF POLICY MAKERS WHO MIGHT WISH TO INFLUENCE P AND R. (HW)

ED 012 092

EA 000 465

USING COMPUTERS IN EDUCATION--SOME PROBLEMS AND SOLUTIONS.

BY- SILBERMAN, HARRY F.

SYSTEM DEVELOPMENT CORP., SANTA MONICA, CALIF.

REPORT NUMBER SP-2545-DD2-DD

PUB DATE 18 NOV 66

EDRS PRICE MF-\$0.09 HC-\$0.48 12P.

DESCRIPTORS- *COMPUTER ASSISTED INSTRUCTION, *COMPUTERS, *CURRICULUM, *PROGRAMED INSTRUCTION, COSTS, INTEGRATED ACTIVITIES, PLANNING, PROGRAM DEVELOPMENT, SANTA MONICA, SCHOOL PERSONNEL, TIME SHARING, TRAINING, WIESBADEN,

POSSIBLE SOLUTIONS TO THE PROBLEM OF THE DESIGN OF COMPUTER-ASSISTED INSTRUCTION (CAI) PROGRAMS ARE TO COPY EXISTING METHODS, TO USE SCIENTIFIC METHODS, OR TO DESIGN PROGRAMS FITTED TO LOCAL NEEDS. THE BEST ANSWER TO THE PROBLEM OF INSTRUCTIONAL MANAGEMENT SYSTEMS NEEDED FOR CAI PROGRAMS IS COMPUTER ANALYSIS OF STUDENT PERFORMANCE DATA. TRAINING EDUCATORS, USING COMPUTER SPECIALISTS, AND DEVELOPING NATURAL LANGUAGE PROGRAMS FOR COMPUTERS ARE MEANS OF HELPING EDUCATORS TO WORK WITH COMPUTERS. COSTS MAY BE REDUCED BY USING NEWER AND LESS EXPENSIVE COMPUTERS, BY PURCHASING LESS EXPENSIVE INPUT-OUTPUT UNITS, AND BY USING TIME-SHARING AND LESS EXPENSIVE TRANSMISSION FACILITIES. INTEGRATION OF CAI PROGRAMS INTO OTHER SCHOOL FUNCTIONS IS AIDED BY PREPLANNING AND THE INCLUSION OF DATA PROCESSING INTO THE COMPUTER PROGRAM. GRADUAL PROGRAM BUILDUP, ADEQUATE STAFF TRAINING, AND SELF-EVIDENT RESULTS CAN OVERCOME THE PROBLEM OF GAINING SCHOOL STAFF ACCEPTANCE OF A COMPUTER PROGRAM. THIS PAPER WAS PRESENTED AT THE UNITED STATES AIR FORCE IN EUROPE EDUCATION SERVICES CONFERENCE (WIESBADEN, OCTOBER 4, 1966). (HM)

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EA DDD 474

EDP AND THE SCHOOL ADMINISTRATOR.
BY- ENERSON, WILLIAM J. AND OTHERS
AMERICAN ASSN. OF SCHOOL ADMINISTRATORS

PUB DATE

67

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS- *ADMINISTRATIVE PERSONNEL, *COMPUTERS, *ELECTRONIC DATA PROCESSING, *SYSTEMS ANALYSIS, ADMINISTRATOR GUIDES, BIBLIOGRAPHIES, COMPUTER ASSISTED INSTRUCTION, COSTS, DISTRICT OF COLUMBIA, GLOSSARIES, GRADING, INPUT OUTPUT, OCCUPATIONAL INFORMATION, SCHEDULING,

THE PRESENT AND FUTURE ROLE OF COMPUTERS IN EDUCATION IS EXAMINED IN TERMS OF PREPLANNING, USE, AND FUNCTION. SYSTEMS ANALYSIS IS SEEN AS THE BEST MEANS OF VIEWING THE TOTAL OPERATION AND OF FINDING UNIFYING PATTERNS AND LOGICAL, EFFICIENT OPERATING PROCEDURES WITHIN THE SCHOOL SYSTEM. BASIC COMPUTER OPERATIONS ARE DESCRIBED; AND HARDWARE AND SOFTWARE ARE DISCUSSED. LIBRARIES, COMPUTER-ASSISTED INSTRUCTION, AND ADMINISTRATIVE INFORMATION STORAGE ARE SUGGESTED AS AREAS OF POTENTIAL COMPUTER USE. THE IMPORTANCE OF PREPARING SCHOOL ADMINISTRATORS TO COMPREHEND AND USE COMPUTER SYSTEMS IS STRESSED. THIS DOCUMENT IS AVAILABLE FROM THE AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS, 1201 SIXTEENTH STREET, N.W., WASHINGTON, D.C. 20036, 76 PAGES, \$5.00. (HM)

ED 012 094

EA DDD 494

BALTIMORE, MARYLAND, CHANGE AND CONTRAST--THE CHILDREN AND THE PUBLIC SCHOOLS. REPORT OF AN INVESTIGATION.
BY- BOWSER, VIVIAN R. AND OTHERS

NATIONAL EDUCATION ASSN., WASHINGTON, D.C.

PUB DATE MAY 67

EDRS PRICE MF-\$0.18 HC-\$3.60 90P.

DESCRIPTORS- *NEGRO EDUCATION, *SANCTIONS, *SCHOOL SEGREGATION, *SLUM SCHOOLS, *URBAN SCHOOLS, BALTIMORE, CITY OFFICIALS, DISADVANTAGED YOUTH, DISTRICT OF COLUMBIA, EDUCATIONAL CHANGE, EDUCATIONAL PROBLEMS, EQUAL EDUCATION, FINANCIAL SUPPORT, GHETTOS, SCHOOL BUILDINGS, SCHOOL CONSTRUCTION, SCHOOL SUPERINTENDENTS, TEACHER ASSOCIATIONS, VOCATIONAL EDUCATION,

A SPECIAL COMMITTEE INVESTIGATED EDUCATIONAL PROBLEMS IN BALTIMORE RELATED TO PUBLIC SCHOOLS IN THE INNER CITY. OBSERVATIONS WERE MADE AT 24 SCHOOLS IN THE INNER CITY, THE OUTER EDGES OF THE CITY, AND THE INTERMEDIATE AREAS. MOST OF THE PROBLEMS WERE ROOTED IN THE SLUMS WHERE THE MAJORITY OF PUPILS ARE NEGRO, TEACHERS ARE UNDERPAID, BUILDINGS ARE INADEQUATE AND POORLY MAINTAINED, SCHOOLS ARE UNDERSTAFFED, AND THE SCHOOL SYSTEM IS UNDERFINANCED. BECAUSE OF YEARS OF NEGLECT, SLUM SCHOOLS FAIL TO PROVIDE DISADVANTAGED STUDENTS WITH EDUCATION EQUAL TO THAT PROVIDED IN THE CITY'S PREDOMINANTLY WHITE SUBURBAN SCHOOLS. DATA ARE GIVEN CONCERNING PERCENTAGE OF PROVISIONAL TEACHERS, CONTINUED USE OF INADEQUATE FACILITIES, EXTENT OF RECENT SCHOOL CONSTRUCTION, VOCATIONAL TRAINING PROGRAMS, DISPARITY BETWEEN STATE AND CITY PER-PUPIL COSTS FOR INSTRUCTIONAL SUPPLIES, BUDGET REQUESTS AND APPROPRIATIONS, TAX SUPPORT, CLASS SIZE, RATIO OF STAFF TO PUPILS AND TEACHER EARNINGS. SPECIFIC RECOMMENDATIONS INCLUDE IMPROVING THE FINANCIAL BASE FOR THE CITY'S SCHOOL SYSTEM AND ENGAGING THE CONSTRUCTIVE ASSISTANCE OF CIVIC AGENCIES AND OFFICIALS PRIMARILY RESPONSIBLE FOR INITIATING ACTION. SANCTIONS AGAINST THE CITY SCHOOL SYSTEM'S LACK OF CORRECTIVE ACTION ARE APPENDED. (JK)

ED 012 095

EA DDD 496

EVALUATION AND SELECTION IN THE 1966-67 ACADEMIC ADMINISTRATION INTERNSHIP PROGRAM.

BY- CREAGER, JOHN A.

AMERICAN COUNCIL ON EDUCATION, WASHINGTON, D.C.

REPORT NUMBER ACE-RR-VOL-1-NO-3

PUB DATE

68

EDRS PRICE MF-\$0.09 HC-\$1.20 30P.

DESCRIPTORS- *COLLEGE ADMINISTRATION, *FELLOWSHIPS, *INTERNSHIP PROGRAMS, *PERSONNEL SELECTION, *PROGRAM EVALUATION, COMPARATIVE ANALYSIS, CONTROL GROUPS, DISTRICT OF COLUMBIA,

PROCEDURES USED IN THE 20 YEAR TO SELECT FELLOWS IN ACADEMIC ADMINISTRATION FOR A PROGRAM INITIATED BY THE AMERICAN COUNCIL ON EDUCATION WERE SIMILAR TO THOSE USED IN THE PROGRAM'S 1ST YEAR. THE PROCEDURES FOLLOWED THIS SEQUENCE--(1) PRESIDENTS OF MEMBER INSTITUTIONS NOMINATED PERSONS OF OUTSTANDING ADMINISTRATIVE PROMISE, (2) EACH INTERESTED NOMINEE SUBMITTED A DOSSIER FOR EVALUATION BY FOUR-MAN TEAMS COMPOSED OF COUNCIL MEMBERS, AND (3) TWO 30-MINUTE INTERVIEWS WERE CONDUCTED AT SIX REGIONAL CENTERS BY THREE-MAN TEAMS COMPOSED OF COLLEGE OR UNIVERSITY PRESIDENTS. THE DATA REVEALED (1) SIGNIFICANT DIFFERENCES EXISTED BETWEEN NOMINATING INSTITUTIONS AND THE TOTAL 1,013 ACE MEMBER INSTITUTIONS, (2) PRIVATE INSTITUTIONS RESPONDED TO NOMINATION INVITATIONS ABOUT ONE-HALF AS OFTEN AS THE

TOTAL ACE MEMBERSHIP, AND (3) LIBERAL ARTS COLLEGES WERE ALSO SIGNIFICANTLY UNDERREPRESENTED, AND UNIVERSITIES AND TEACHERS' COLLEGES WERE OVERREPRESENTED. COMPARISONS MADE BETWEEN WINNERS AND NONWINNERS REVEALED THAT WINNERS WERE MORE LIKELY TO HOLD THE DOCTORAL DEGREE, TO HAVE HIGH SALARIES, AND TO HAVE A NUMBER OF PUBLICATIONS. A CONTROL GROUP COMPOSED OF TWO NOMINEE-CHOSEN COLLEAGUES WHO WERE NOT INTERESTED IN ACADEMIC ADMINISTRATION PERMITTED NOMINEE AND CONTROL GROUP COMPARISON. THE CONTROL GROUP CONSISTED ALMOST ENTIRELY OF FACULTY MEMBERS WHILE A SIGNIFICANT PORTION OF THE NOMINEE GROUP HELD POSITIONS OF ACADEMIC ADMINISTRATION. THE INITIAL PROCESS OF SELECTIVITY AND PRESCREENING BY THE NOMINATING PRESIDENTS OF MEMBER INSTITUTIONS, THE PROCESS OF DOSSIER SCREENING ON THE BASIS OF INTELLIGENCE, ACADEMIC AND PUBLISHING ACHIEVEMENT, AND THE FINAL INTERVIEW EVALUATION WERE FOUND TO BE CONSISTENT WITH THE STATED AIMS OF THE PROGRAM. (GB)

ED 012 096

EA 000 524

SOME RESULTS OF A SIMULATION OF AN URBAN SCHOOL DISTRICT.

BY- Sisson, Roger L.

PENNSYLVANIA UNIV., PHILADELPHIA, MANAGE. SCI. CTR

REPORT NUMBER R-042467

PUB DATE 30 MAR 67

EDRS PRICE MF-\$0.18 HC-\$2.72 68P.

DESCRIPTORS- *COMPUTERS, *MODELS, *OPERATIONS RESEARCH, *SIMULATION, *URBAN SCHOOLS, ADMINISTRATIVE POLICY, COMPUTER ASSISTED INSTRUCTION, COMPUTER PROGRAMS, FINANCIAL POLICY, PHILADELPHIA, RESOURCE ALLOCATION, SCHOOL DISTRICT SPENDING, TABLES (DATA),

A COMPUTER PROGRAM WHICH SIMULATES THE GROSS OPERATIONAL FEATURES OF A LARGE URBAN SCHOOL DISTRICT IS DESIGNED TO PREDICT SCHOOL DISTRICT POLICY VARIABLES ON A YEAR-TO-YEAR BASIS. THE MODEL EXPLORES THE CONSEQUENCES OF VARYING SUCH DISTRICT PARAMETERS AS STUDENT POPULATION, STAFF, COMPUTER EQUIPMENT, NUMBERS AND SIZES OF SCHOOL BUILDINGS, SALARY, OVERHEAD COSTS, AND INFLATION EFFECTS. PAST AND PRESENT VALUES OF THESE PARAMETERS ARE USED TO CALCULATE FUTURE TRENDS. ADMINISTRATIVE DATA WHICH LIMIT THE MODEL ARE STUDENTS PER STAFF MEMBER, SPACE PER STUDENT, AND COMPUTER EQUIPMENT PER STUDENT. COMMUNITY-ESTABLISHED LIMITS ARE THE OPERATING BUDGET, CAPITAL BUDGET, AND COMPUTER BUDGET. THE SIMULATOR PROGRAM CAN BE USED TO DETERMINE THE OPTIMUM POLICY TO BE ADOPTED IN TERMS OF THE FOREGOING PARAMETERS AND LIMITS. THE FORTRAN PROGRAM IS INCLUDED IN THE APPENDIX. (HM)

ED 012 097

EA 000 525

APPLYING OPERATIONAL ANALYSIS TO URBAN EDUCATIONAL SYSTEMS, A WORKING PAPER.

BY- Sisson, Roger L.

PENNSYLVANIA UNIV., PHILADELPHIA, MANAGE. SCI. CTR

PUB DATE 6 JAN 67

EDRS PRICE MF-\$0.09 HC-\$1.36 34P.

DESCRIPTORS- *MODELS, *OPERATIONS RESEARCH, *SYSTEMS ANALYSIS, *URBAN SCHOOLS, ADMINISTRATIVE POLICY, BIBLIOGRAPHIES, COMPUTERS, DECISION MAKING, INPUT OUTPUT ANALYSIS (ECONOMICS), PHILADELPHIA, PREDICTION, RESOURCE ALLOCATIONS, SIMULATION,

OPERATIONS RESEARCH CONCEPTS ARE POTENTIALLY USEFUL FOR

STUDY OF SUCH LARGE URBAN SCHOOL DISTRICT PROBLEMS AS INFORMATION FLOW, PHYSICAL STRUCTURE OF THE DISTRICT, ADMINISTRATIVE DECISION MAKING BOARD POLICY FUNCTIONS, AND THE BUDGET STRUCTURE. OPERATIONAL ANALYSIS REQUIRES (1) IDENTIFICATION OF THE SYSTEM UNDER STUDY, (2) IDENTIFICATION OF SUBSYSTEMS, PROCESSES, FLOWS, AND DECISIONS, (3) DEVELOPMENT OF A SIMULATION MODEL INCLUDING BEHAVIORAL AND PERFORMANCE SUBSYSTEMS, (4) VALIDATION OF THE MODEL, AND (5) USE OF THE MODEL TO EXPLORE SUCH SYSTEM CHARACTERISTICS AS MANAGEMENT CONTROL, ALLOCATION OF RESOURCES, AND DECISION FLOW. (HM)

ED 012 098

EA 000 537

UNDERGRADUATE TRANSFER STUDENTS AT THE UNIVERSITY OF MISSISSIPPI 1963-1966.

BY- PHAY, JOHN E. MCCARY, A.D.

MISSISSIPPI UNIV., UNIVERSITY, BUR. OF INST. RES.

PUB DATE JUN 67

EDRS PRICE MF-\$0.18 HC-\$2.36 59P.

DESCRIPTORS- *ACADEMIC PERFORMANCE, *GRADE POINT AVERAGE, *TRANSFER STUDENTS, *UNIVERSITIES, DROPOUT RATE, GRADUATION, JUNIOR COLLEGES, NONRESIDENT STUDENTS, RESIDENT STUDENTS, TABLES (DATA), UNIVERSITY,

THE ACADEMIC PERFORMANCE OF TRANSFER STUDENTS ADMITTED TO THE UNIVERSITY OF MISSISSIPPI IS EVALUATED. PART I CONSIDERS 306 TRANSFER STUDENTS ADMITTED TO THE UNIVERSITY IN SEPTEMBER 1963 AND COVERS A SIX-SEMESTER STUDY PERIOD OF THE ACADEMIC PERFORMANCE OF THE GROUP WHEN SEPARATED BY TRANSFER CUMULATIVE GRADE POINT. PART II CONSIDERS THE ACADEMIC PERFORMANCE OF THE SAME GROUP WHEN SEPARATED BY TRANSFER CUMULATIVE GRADE POINT AND MISSISSIPPI RESIDENTS, OUT-OF-STATE RESIDENTS, AND TRANSFERS FROM MISSISSIPPI JUNIOR COLLEGES. PART III CONSIDERS 1,610 TRANSFER STUDENTS ADMITTED TO THE UNIVERSITY BETWEEN SEPTEMBER 1963 AND FEBRUARY 1966. THIS SECTION PROVIDES DATA ON THE COMPOSITION OF TRANSFER STUDENTS ENTERING PARTICULAR SCHOOLS OR COLLEGES WITHIN THE UNIVERSITY WHEN SEPARATED ACCORDING TO TRANSFER CUMULATIVE GRADE-POINT AVERAGE. THE FINDINGS OF PART I INCLUDE--(1) 42 PERCENT HAD WITHDRAWN FROM THE UNIVERSITY DURING THE STUDY PERIOD, AND (2) 45 PERCENT HAD GRADUATED FROM THE UNIVERSITY DURING THE STUDY PERIOD, BUT ONLY 5 PERCENT HAD A CUMULATIVE GPA OF 2.00 OR BETTER. THE FINDINGS OF PART II REVEALED--(1) OF THE 227 STUDENTS IDENTIFIED AS MISSISSIPPI RESIDENTS, 41 PERCENT HAD WITHDRAWN AND 47 PERCENT HAD GRADUATED FROM THE UNIVERSITY DURING THE STUDY PERIOD, (2) OF THE 79 STUDENTS OF OUT-OF-STATE RESIDENCE, 47 PERCENT HAD WITHDRAWN AND 39 PERCENT HAD GRADUATED DURING THE STUDY PERIOD, AND (3) OF THE 112 MISSISSIPPI JUNIOR COLLEGE TRANSFERS, 42 PERCENT HAD WITHDRAWN AND 46 PERCENT HAD GRADUATED DURING THE STUDY PERIOD. PART III REVEALED INFORMATION PERMITTING THE SEPARATE SCHOOLS WITHIN THE UNIVERSITY TO IDENTIFY THE CALIBER OF STUDENTS THEY SECURE FROM IN-STATE, OUT-OF-STATE, AND MISSISSIPPI JUNIOR COLLEGES. OVERALL, TRANSFERRED GPA WAS FOUND TO BE RELATED TO ACADEMIC PERFORMANCE ON WORK COMPLETED AT THE UNIVERSITY OF MISSISSIPPI. (GB)

ED 012 099

EA 000 502

TEACHER PERCEPTIONS OF SUPERVISOR-TEACHER INTERACTION.

BY- BLUMBERG, ARTHUR ANIDON, EDMUND

CHICAGO UNIV., ILL., MIDWEST ADMINISTRATION

DOCUMENT NOT AVAILABLE FROM EDRS.

PUB DATE SEP 65

DESCRIPTORS- *INTERACTION PROCESS ANALYSIS, *SUPERVISORS, *TEACHER ADMINISTRATOR RELATIONSHIP, *TEACHER EVALUATION, *TEACHERS, BEHAVIOR, CHICAGO, EDUCATIONAL RESEARCH, PERCEPTION, PRINCIPALS, SUPERVISORY METHODS, TEMPLE UNIVERSITY,

TEACHER PERCEPTIONS OF SUPERVISOR-TEACHER INTERACTION WERE ANALYZED TO SUPPORT THE HYPOTHESIS THAT FOUR GROUPS, REPRESENTING DIFFERENT PERCEPTIONS OF SUPERVISORY BEHAVIOR, WOULD DIFFER WITH RESPECT TO TEACHER EVALUATIONS OF CONFERENCE PRODUCTIVITY, CONFERENCE LEARNING, AND THE COMMUNICATIVE ATMOSPHERE. THE 166 GRADUATE INSERVICE TEACHERS AT TEMPLE UNIVERSITY'S COLLEGE OF EDUCATION WHO HAD BEEN INVOLVED IN SUPERVISORY CONFERENCES WITH THEIR PRINCIPALS DURING THE PAST YEAR WERE SUBJECTS OF THE STUDY. DATA WERE OBTAINED FROM QUESTIONNAIRES ADOPTING FLANDERS' INSTRUMENT FOR ANALYSIS OF TEACHER-PUPIL INTERACTION IN THE CLASSROOM AND FROM TEACHER EVALUATIONS OF COMMUNICATIVE FREEDOM AND SUPPORTIVENESS, LEARNING OUTCOMES, AMOUNT OF SUPERVISORY TALK, AND GENERAL PRODUCTIVITY IN THE SUPERVISORY CONFERENCE. FROM A DISTINCTION BETWEEN DIRECT BEHAVIOR (GIVING INFORMATION, OPINION, DIRECTION, COMMAND, OR CRITICISM) AND INDIRECT BEHAVIOR (ACCEPTING FEELINGS OR IDEAS, PRAISING, AND ASKING QUESTIONS), FOUR GROUPS OF TEACHERS WERE IDENTIFIED FOR COMPARATIVE STUDY. OBSERVATIONS INCLUDED--(1) TEACHERS DISCRIMINATE WELL AMONG A VARIETY OF SUPERVISOR BEHAVIORS, (2) TEACHERS HOLD A WIDE RANGE OF PERCEPTIONS ABOUT THE BEHAVIOR OF THEIR SUPERVISORS, (3) CERTAIN PATTERNS OF PERCEIVED SUPERVISOR BEHAVIOR PRODUCE CONSISTENT TYPES OF REACTIONS IN TEACHERS, WHILE OTHERS PRODUCE AN INCONSISTENT RESPONSE, (4) PERCEPTIONS OF SUPERVISOR BEHAVIOR THAT ARE MOST INDIRECT PRODUCE THE MOST CONSISTENT REACTIONS, AND (5) RESEARCH AND TRAINING NEED TO BE FOCUSED ON THE SPECIFIC BEHAVIORAL ASPECTS OF THE AUTHORITY FIGURE IN EDUCATIONAL SETTINGS. THIS ARTICLE WAS PUBLISHED IN THE "ADMINISTRATOR'S NOTEBOOK," VOLUME 14, NUMBER 1, SEPTEMBER 1965 AND IS AVAILABLE FROM THE MIDWEST ADMINISTRATION CENTER, THE UNIVERSITY OF CHICAGO, 5635 KIMBARK AVENUE, CHICAGO, ILLINOIS 60637, 6 PAGES, \$0.25. (HM)

ED 012 100

EA DOD 574

PUBLIC SCHOOL SEGREGATION AND RELATED POPULATION CHARACTERISTICS OF BUFFALO, NEW YORK.

BY- MARSHAUER, MARY ELLEN DENTLER, ROBERT A.

EDRS PRICE MF-\$0.18 HC-\$5.60 90P.

DESCRIPTORS- *ETHNIC DISTRIBUTION, *NEGRO POPULATION TRENDS, *RESIDENTIAL PATTERNS, *SCHOOL SEGREGATION, *SOCIOECONOMIC INFLUENCES, ACADEMIC ACHIEVEMENT, BUFFALO, COMPARATIVE ANALYSIS, FAMILY INCOME, GHETTOS, HOUSING, INNER CITY, NEGRO TEACHERS, OCCUPATIONS, PUBLIC SCHOOL SYSTEMS, RACIAL SEGREGATION, SUBURBS, TABLES (DATA), UNEMPLOYMENT,

ANALYSIS OF THE ETHNIC COMPOSITION AND POPULATION MOVEMENTS OF BUFFALO SHOW THAT IT IS A DEMOGRAPHICALLY DECLINING AND HIGHLY SEGREGATED CITY. FOR ANALYTICAL PURPOSES, THE CITY IS DIVIDED INTO THREE MAJOR AREAS--(1) AREA I, HIGH PERCENTAGE NEGRO, (2) AREA II, MIXED POPULATION, AND (3) AREA III, HIGH PERCENTAGE WHITE. SINCE SUBURBS AND A

HIGH IN-MIGRATION OF NEGROES, THE NET RESULT BEING A DECLINE IN POPULATION AND AN INCREASED NEGRO CONCENTRATION IN AREA I. THIS RESIDENTIAL SEGREGATION PATTERN IS EXEMPLIFIED IN THE SCHOOLS. A LOW PERCENTAGE OF THE PUBLIC SCHOOLS ARE DEFINED AS UNSEGREGATED, AND THERE APPEARS TO BE LITTLE FORSEEABLE CHANGE IN THIS PATTERN DUE TO A GROWING PROPORTION OF PERSONS UNDER 14 YEARS OF AGE IN AREA I. AREA I IS RELATIVELY DEPRESSED WITH LOW FAMILY INCOMES, OCCUPATIONAL MIX, UNEMPLOYMENT PATTERNS, LOW EDUCATIONAL ATTAINMENT, AND POOR HOUSING. IN ALL OF THESE CATEGORIES AREA I IS INFERIOR TO AREA II, WHICH IN TURN IS INFERIOR TO AREA III. A COMPARISON BETWEEN BUFFALO AND THE REST OF ERIE COUNTY REVEALED THAT BUFFALO IS DECLINING DEMOGRAPHICALLY IN RELATION TO ITS SUBURBAN SURROUNDINGS. THE REPORT CONCLUDES THAT WITH NO SUBSTANTIAL CHANGE IN RESIDENTIAL AND PUBLIC SCHOOL POLICIES, THE PRESENT TRENDS ARE LIKELY TO CONTINUE, RESULTING IN A RACIALLY POLARIZED CITY. (HM)

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EA DOD 576

RESEARCH FINDINGS ON THE ACADEMIC ADMINISTRATION INTERNSHIP PROGRAM.

BY- ASTIN, ALEXANDER W.

PUB DATE 66

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS- *COMPETITIVE SELECTION, *EDUCATIONAL ADMINISTRATION, *INTERNSHIP PROGRAMS, DOCTORAL DEGREES, HIGHER EDUCATION, INDIVIDUAL CHARACTERISTICS, INSTITUTIONS, INTERVIEWS, RATING SCALES, STATISTICAL ANALYSIS, STUDENT RECORDS,

CHARACTERISTICS OF CANDIDATES AND SOME OF THE FACTORS INFLUENCING FINAL SELECTION OF FELLOWS NOMINATED FOR THE 1ST YEAR OF THE AMERICAN COUNCIL ON EDUCATION (ACE) INTERNSHIP PROGRAM FOR FELLOWS IN ACADEMIC ADMINISTRATION ARE INVESTIGATED. PRESIDENTS OF THE 1,097 ACE MEMBER INSTITUTIONS WERE ASKED TO NOMINATE ONE PERSON FROM THEIR FACULTY OR STAFF WHOM THEY CONSIDERED TO HAVE A PROMISING CAREER IN ACADEMIC ADMINISTRATION. USEFUL DOSSIERS WERE RECEIVED FROM 115 CANDIDATES. THEY WERE INTERVIEWED AND RATED ON A FIVE-POINT SCALE. THE FINDINGS OF THE STUDY ARE SUMMARIZED UNDER THREE GENERAL HEADINGS--(1) NATURE AND CHARACTERISTICS OF THE NOMINATING INSTITUTION, (2) BACKGROUNDS OF THE CANDIDATES THEMSELVES, AND (3) CRITERIA OF FELLOW SELECTION. THE CANDIDATES WERE COMPARED WITH A CONTROL GROUP CONSISTING OF COLLEAGUES OF THE CANDIDATES APPROXIMATELY THEIR SAME AGE WITH SIMILAR ACADEMIC BACKGROUNDS. FIVE MAJOR FINDINGS RESULTED FROM THE STUDY--(1) THE INSTITUTIONS THAT NOMINATED CANDIDATES WERE NOT IN ALL RESPECTS REPRESENTATIVE OF THE ACE MEMBERSHIP, AND UNIVERSITIES AND PUBLIC INSTITUTIONS WERE OVERREPRESENTED, (2) THE TYPICAL CANDIDATE IS MORE LIKELY THAN THE TYPICAL FACULTY MEMBER TO POSSESS A TERMINAL DEGREE, TO BE TRAINED IN THE FIELD OF EDUCATION, TO SHOW GREATER INTEREST IN BUSINESS, CIVIC, AND RELIGIOUS ACTIVITIES, PLEASURE READING, SPORTS, AND OTHER RECREATIONAL PURSUITS, TO SHOW FEWER SCHOLARLY INTERESTS AND INTELLECTUAL COMPETENCIES, AND IN GENERAL BE MORE SELF-CONFIDENT, OUTGOING, AND SOCIALLY ACTIVE, (3) STAFF RATINGS OF THE CANDIDATES' DOSSIERS APPEAR TO BE A VALID PREINTERVIEW SCREENING DEVICE, (4) THE FELLOWS SELECTED ARE MORE LIKELY TO BE EMPLOYED IN UNIVERSITIES, AND (5) NINE OUT OF 10 WINNERS HOLD THE DOCTORAL DEGREE, AND THE TYPICAL WINNER HAS A HIGHER SALARY, MORE PUBLICATIONS, AND A

HIGHER UNDERGRADUATE GRADE POINT AVERAGE THAN DOES THE TYPICAL NONMINNER. THIS ARTICLE WAS PREPRINTED FROM "THE EDUCATIONAL RECORD," SPRING 1966, 12 PAGES. (HW)

ED 012 102

EA 000 500

KEYSORT - AN AID TO UNIVERSITY HOUSING.

BY- VAN VLIET, ROBERT

MASSACHUSETTS UNIV., AMHERST, OFFICE OF INST. STUD.

PUB DATE APR 67

EDRS PRICE MF-\$0.09 HC-\$0.80 20P.

DESCRIPTORS- #ADMINISTRATIVE PROBLEMS, #HOUSING, #INDEXES (LOCATORS), #UNIVERSITIES, AMHERST, COLLEGES, FACULTY, STUDENTS.

THE EFFICIENCY OF ADMINISTERING OFF-CAMPUS HOUSING AND UNIVERSITY-OWNED APARTMENTS WAS GREATLY INCREASED WITH THE USE OF KEYSORT. THE KEYSORT PRINCIPLE IS DESCRIBED, AND THE PROCEDURES INVOLVED IN RENTAL LISTINGS AND APARTMENT APPLICATIONS ARE DETAILED. KEYSORT HAS THE FOLLOWING ADVANTAGES--(1) IT PROVIDES THE RIGHT INFORMATION TO THE RIGHT CLIENTS IN A MATTER OF SECONDS, (2) IT REQUIRES ONLY A SMALL STAFF TO SERVE A LARGER NUMBER OF CLIENTS, (3) IT FULFILLS THE SAME FUNCTION AS MORE COMPLEX DATA PROCESSING EQUIPMENT AT A MODEST INITIAL COST, (4) IT ELIMINATES ROUTINE ADMINISTRATIVE WORK, (5) IT PROVIDES A PERMANENT RECORD OF EVENTS AND SUBSEQUENT ACTIONS, AND (6) IT ALLOWS STATISTICAL DATA TO BE EASILY OBTAINED AND USED. (HW)

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EA 000 500

TRAINING FOR RESEARCH UTILIZATION.

BY- NILES, MATTHEW B.

PUB DATE 4 SEP 66

EDRS PRICE MF-\$0.09 HC-\$0.44 11P.

DESCRIPTORS- #DEVELOPMENTAL GUIDANCE, #EDUCATIONAL RESEARCH, #GRADUATE STUDENTS, #RESEARCH UTILIZATION, #SPECIALISTS, OPERATIONS RESEARCH, RESEARCH APPRENTICESHIPS, RESEARCHERS,

PLANNING IS NEEDED TO BEST UTILIZE EDUCATIONAL RESEARCH. EFFORT IS REQUIRED FOR THE MASTERY OF RESEARCH UTILIZATION PROCESSES FOR TWO BASIC POPULATIONS--(1) THE UTILIZATION SPECIALIST SITED IN FIELD SETTINGS AND (2) THE NEW RESEARCHER AS HE MOVES THROUGH HIS GRADUATE TRAINING. THE FOLLOWING RESEARCH-RELATED SPECIALIST ROLES ARE PRESENTLY UNDERCONCEPTUALIZED AND UNDERMANNED--(1) THE EDUCATIONAL DEVELOPMENT SPECIALIST, (2) THE FIELD TESTER, (3) THE QUALITY CONTROL MAN (ASSESSOR OF INSTALLED EDUCATIONAL PRACTICES), (4) THE CHANGE AGENT OR CATALYST, AND (5) THE COUNTY AGENT (STYLED AFTER AGRICULTURAL LINKAGE). GRADUATE STUDENTS ARE NOT BEING PROPERLY TRAINED IN SUCH ROLE BEHAVIORS AS (1) CONSTRUCTION OF DATA-COLLECTION TOOLS FOR PRACTITIONER USE, (2) SITUATION-FOCUSED INFORMATION RETRIEVAL, (3) DIAGNOSTIC RESEARCH AND FEEDBACK, (4) SELF-STUDY FACILITATION (RESEARCH BY THE EDUCATOR ON HIS OWN SYSTEM), (5) TRAINING FOR RESEARCH UTILIZATION, AND (6) FACILITATION OF THE DIFFUSION OF PRACTICES (DISSEMINATION OF INNOVATION). GRADUATE EDUCATION IN THE FUTURE WILL HAVE TO INVOLVE FIELD RESEARCH AND CLEAR CONCEPTUALIZATION OF RESEARCH UTILIZATION PROCESSES WITHIN EDUCATIONAL SYSTEMS. THIS PAPER WAS PREPARED FOR THE AERA/POR JOINT STUDY GROUP ON THE TRAINING OF RESEARCH WORKERS FOR EDUCATION. (GB)

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EA 000 500

HIGHER EDUCATION--A POPULATION FLOW FEEDBACK MODEL.

BY- REISHAN, ARNOLD

PUB DATE 1 JUL 66

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS- #FEEDBACK, #HIGHER EDUCATION, #POPULATION TRENDS, BACHELORS DEGREES, DOCTORAL DEGREES, EDUCATIONAL BACKGROUND, FACULTY, MASTERS DEGREES, MATHEMATICAL MODELS,

A MATHEMATICAL MODEL IS DEVELOPED TO STUDY THE PRODUCTION OF DOCTORAL, MASTER'S, AND BACHELOR'S DEGREES AND THEIR FEEDBACK INTO HIGHER EDUCATION. FEEDBACK IS DETERMINED BY A SET OF "BASIC BALANCE EQUATIONS" WHICH STATE THAT THE TOTAL RATE OF FLOW INTO A CATEGORY LESS THE RATE OF OUTFLOW IS EQUAL TO THE RATE OF ACCUMULATION OR GROWTH IN A GIVEN CATEGORY. FACULTY DEGREE MIX RELATIONS AND LEAD-LAG RELATIONS ARE ALSO DETERMINED BY SETS OF EQUATIONS. THE PRODUCTS OF BACHELOR'S, MASTER'S, AND DOCTORAL DEGREES ARE SHOWN TO BE FUNCTIONS OF HIGH SCHOOL GRADUATES WHO CHOSE TO GO ON TO COLLEGE, THE AVAILABILITY OF FACULTY AND PHYSICAL PLANT, COSTS, AND A SET OF INTANGIBLE SOCIETAL AND ECONOMIC FACTORS. THE MODEL IS GENERAL AND CAN BE AGGREGATED OR DEAGGREGATED TO SUIT PARTICULAR PROBLEMS. THIS ARTICLE IS A REPRINT FROM "SCIENCE," VOLUME 153, NUMBER 3731, JULY 1, 1966 AND IS AVAILABLE FROM THE AMERICAN ASSOCIATION FOR THE ADVANCEMENT OF SCIENCE, 1515 MASSACHUSETTS AVE., N.W., WASHINGTON, D.C. 20005. (HW)

ED 012 105

EA 000 500

THE EDUCATIONAL INSTITUTION AS A SYSTEM--A PROPOSED GENERALIZED PROCEDURE FOR ANALYSIS.

BY- TAFT, MARTIN I. REISHAN, ARNOLD

EDRS PRICE MF-\$0.09 HC-\$1.03 47P.

DESCRIPTORS- #CURRICULUM, #EDUCATIONAL IMPROVEMENT, #HIGHER EDUCATION, #INSTITUTIONS, #SYSTEMS ANALYSIS, ADMINISTRATIVE POLICY, CHARTS, COMPUTERS, DECISION MAKING, EDUCATIONAL RESEARCH, FACULTY, INFORMATION SYSTEMS, INTERGROUP RELATIONS, MODELS, STUDENTS,

A UNIFIED APPROACH TO THE ANALYSIS AND SYNTHESIS OF THE FUNCTIONS AND OPERATIONS IN EDUCATIONAL INSTITUTIONS IS PRESENTED. SYSTEMS ANALYSIS TECHNIQUES USED IN OTHER AREAS SUCH AS CRAFT, PERT, CERBS, AND OPERATIONS RESEARCH ARE SUGGESTED AS POTENTIALLY ADAPTABLE FOR USE IN HIGHER EDUCATION. THE MAJOR OBJECTIVE OF A SCHOOL IS TO ALLOCATE AVAILABLE RESOURCES IN SUCH A WAY AS TO MAXIMIZE THE DIFFERENCE IN POTENTIAL BETWEEN ENTERING AND LEAVING STUDENTS. THIS OBJECTIVE IS USED IN DEVELOPING SUCH GENERALIZED SYSTEMS AS CURRICULUM. TWO ORIENTATIONS ARE USED IN GENERALIZED SYSTEMS--(1) CONTROL VOLUME ANALYSIS (ANALYSIS OF THE INPUTS AND OUTPUTS TO AND FROM A FIXED VOLUME OF SPACE) AND (2) CONTROL MASS ANALYSIS (FOLLOWING THE PROGRESS OF A PARTICULAR STUDENT THROUGH THE EDUCATIONAL INSTITUTION). CHOICE OF ORIENTATION DEPENDS UPON THE TYPE OF STUDENT UNDER STUDY, THE LEVEL OF AGGREGATION, AND THE QUESTIONS TO BE ANSWERED. THIS SYSTEMS APPROACH IMPLIES--(1) THE INTRASYSTEM RELATIONSHIPS AND THE INTERRELATIONSHIPS BETWEEN THE SYSTEM AND ITS ENVIRONMENT ARE POTENTIALLY MANAGEABLE, UNDERSTANDABLE, AND CONTROLLABLE, (2) THE UNIVERSITY CAN EVALUATE THE EFFECT OF PARTICULAR PROPOSALS UPON EVERYTHING

ELSE THAT TAKES PLACE IN THE UNIVERSITY, (3) ADMINISTRATIVE OR FACULTY DECISIONS CAN BE TESTED QUICKLY AND EFFICIENTLY, (4) AREAS IN NEED OF RESEARCH CAN BE IDENTIFIED, (5) SUBSYSTEMS CAN BE READILY HANDLED, (6) EXISTING AND EXPANDING SYSTEMS CAN BE REDESIGNED, (7) DISCIPLINARY BOUNDARIES TEND TO BREAK DOWN, AND COMMUNICATION TENDS TO INCREASE, AND (8) AN ADAPTIVE MECHANISM IS PROVIDED WHICH MOVES THE REAL SYSTEM TOWARDS IMPROVEMENT. (HW)

ED 012 106

EA DOD 591

TOWARDS BETTER CURRICULA THROUGH COMPUTER SELECTED SEQUENCING OF SUBJECT MATTER.

BY- TAFT, MARTIN I. REISHAN, ARNOLD

EDRS PRICE MF-\$0.09 HC-\$1.08 27P.

DESCRIPTORS- *COMPUTER ORIENTED PROGRAMS, *CURRICULUM PLANNING, *LEARNING THEORIES, *MATHEMATICAL MODELS, *SEQUENTIAL LEARNING, ALGORITHMS, REINFORCEMENT, SCHEDULING, SIMULATION, STUDENTS,

A MATHEMATICAL MODEL OF ESTABLISHED AND INDUSTRIALLY VALIDATED LEARNING AND FORGETTING THEORIES IS OUTLINED, AND A COMPUTER-EXECUTED HEURISTIC ALGORITHM FOR SELECTING THE BEST SCHEDULE FOR SUBJECT PRESENTATION IS GIVEN. FUNDAMENTAL PARAMETERS OF THE MODEL INCLUDE EDUCATION POTENTIAL, TYPE OF SUBJECT MATTER, TYPE OF LEARNER, TEACHING METHODS, AND NUMBER OF TIMES A GIVEN SUBJECT HAS BEEN TAUGHT OR REINFORCED. THE SIMULATION MODEL (1) OFFERS A UNIFIED APPROACH TO CURRICULUM PLANNING, (2) ALLOWS THE LEARNER TO BE MADE AN INTEGRAL INPUT TO CURRICULUM PLANNING, (3) FOCUSES ATTENTION ON MAJOR VARIABLES CONNECTED WITH CURRICULUM RESEARCH AND OFFERS A PARTICULAR FUNCTIONAL RELATIONSHIP BETWEEN THESE VARIABLES, AND (4) REPRESENTS A DETAILED PLAN OF ACTION. THE MODEL'S GREATEST SIGNIFICANCE LIES IN ITS PRESENTATION OF AN EXPLICIT CONCEPTUAL FRAMEWORK WHICH CAN BE TESTED, VERIFIED, IMPROVED, OR REJECTED. THE COMPUTER PROGRAM IS WRITTEN IN FORTRAN IV. (HW)

ED 012 107

EA DOD 592

THE EXPERIMENT IN RESEARCH ON EVALUATION OF INSTRUCTION.

BY- WITTRICK, M.C.

CALIFORNIA UNIV., LOS ANGELES

REPORT NUMBER CSEIP-WP-2

PUB DATE DEC 66

EDRS PRICE MF-\$0.09 HC-\$0.56 14P.

DESCRIPTORS- *EDUCATIONAL RESEARCH, *ENVIRONMENT, *EVALUATION METHODS, *INSTRUCTIONAL IMPROVEMENT, *INSTRUCTIONAL PROGRAMS, LOS ANGELES, MODELS,

EVALUATION OF CONTINGENCIES BETWEEN INSTRUCTIONAL VARIABLES AND THEIR MULTIPLE EFFECTS PROVIDES AN IMPORTANT INSTRUMENT FOR SECURING KNOWLEDGE ABOUT THE PROCESS OF EVALUATION. BEFORE KNOWLEDGE ABOUT INSTRUCTION CAN BE DEVELOPED, IT IS NECESSARY TO DEVELOP KNOWLEDGE ABOUT THE EVALUATION OF INSTRUCTION. INSTRUCTIONAL EVALUATION CAN BE IMPROVED IF THREE PROBLEM AREAS ARE OBSERVED--(1) EVALUATION SHOULD BE MADE OF INSTRUCTIONAL VARIABLES, NOT COMPLEX INSTRUCTIONAL TREATMENTS, (2) EVALUATION SHOULD BE MADE OF INTERACTIONS BETWEEN INSTRUCTION AND CONTEXTS, NOT ONLY PRIMARY EFFECTS, AND (3) EVALUATION SHOULD BE MADE OF THE EFFECTS OF INSTRUCTION, NOT THE EFFECTIVENESS OF INSTRUCTION. AFTER CONSIDERING THESE FACTORS, THE EVALUATION RESEARCHER

CAN INTRODUCE, FOR EXAMPLE, TWO DIFFERENT MATHEMATICS CURRICULUMS INTO SEVERAL SCHOOLS AT RANDOM. ANALYSIS CAN THEN BE MADE BETWEEN THE INDEPENDENT VARIABLES (INSTRUCTIONAL AND CONTEXTUAL) AND THE DEPENDENT VARIABLES (THE EFFECTS OF INSTRUCTION). THIS PERMITS ASSESSMENT OF INSTRUCTIONAL EFFECTIVENESS AS WELL AS IDENTIFICATION OF SOME OF THE INSTRUCTIONAL AND CONTEXTUAL VARIABLES DIFFERING ACROSS TREATMENTS. (HB)

ED 012 108

EA DOD 613

DESIGN FOR AN ACADEMIC MATCHING SERVICE.

BY- ARNSTEIN, GEORGE E.

ASSOCIATION FOR HIGHER EDUCATION, WASHINGTON, D.C.

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS- *ADMINISTRATIVE PERSONNEL, *COLLEGE TEACHERS, *COMPUTER ORIENTED PROGRAMS, *EMPLOYMENT SERVICES, *HIGHER EDUCATION, CLEARINGHOUSES, DISTRICT OF COLUMBIA, EMPLOYMENT OPPORTUNITIES, FINANCIAL SUPPORT, MANPOWER AND TALENT CLEARINGHOUSE (MATCH), NEA SEARCH, PERIODICALS, PERSONNEL SELECTION, PLACEMENT, PROFESSIONAL ASSOCIATIONS,

A SYSTEM, MANPOWER, AND TALENT CLEARINGHOUSE (MATCH), IS PROPOSED AS A SINGLE MECHANISM FOR BRINGING TOGETHER EMPLOYERS AND WOULD-BE EMPLOYEES IN HIGHER EDUCATION. THIS SYSTEM WOULD CONSIST OF A LIST OF VACANCIES AND THEIR DESCRIPTORS, A LIST OF CANDIDATES AND THEIR QUALIFICATIONS, AND A LINKAGE TO UNITE THEM. INITIALLY, THE LINKAGE WOULD CONSIST OF A PERIODICAL BULLETIN OF ACADEMIC VACANCIES WHICH WOULD EVENTUALLY BE CONVERTED TO A COMPUTERIZED SYSTEM. THIS SYSTEM OF MATCHING JOBS TO MEN AND MEN TO JOBS WOULD HAVE MANY ADVANTAGES OVER THE PRESENT DECENTRALIZED METHOD. IT WOULD, FOR EXAMPLE, PERMIT OBJECTIVE MATCHING WHILE STILL ALLOWING FINAL DECISIONS TO BE MADE BY THE INDIVIDUALS INVOLVED. IT IS PROPOSED THAT MATCH BE FINANCED WITH FEDERAL FUNDS. DESIRED CHARACTERISTICS INCLUDE COMPREHENSIVENESS, OPENNESS, FINANCIAL SECURITY AND STABILITY, CONFIDENCE-ENGENDERING SUPPORT, FLEXIBILITY, NONEVALUATIVENESS, AND A COMPUTER BASIS. THIS DOCUMENT IS AVAILABLE AS NEA STOCK NUMBER--721-18838 FROM THE ASSOCIATION FOR HIGHER EDUCATION, NATIONAL EDUCATION ASSOCIATION, 1201 SIXTEENTH ST., N.W., WASHINGTON, D.C. 20036, 68 PAGES, \$2.00. (HW)

ED 012 109

EA DOD 615

TEACHERS' LACK OF FAMILIARITY WITH RESEARCH TECHNIQUES AS A PROBLEM FOR EFFECTIVE RESEARCH DISSEMINATION.

BY- KRAHMER, EDWARD

NORTH DAKOTA UNIV., GRAND FORKS

PUB DATE 17 FEB 67

EDRS PRICE MF-\$0.09 HC-\$0.92 23P.

DESCRIPTORS- *COMPREHENSION, *EDUCATIONAL RESEARCH, *RESEARCH METHODOLOGY, *RESEARCH UTILIZATION, *TEACHERS, DATA ANALYSIS, GRAND FORKS, INFORMATION DISSEMINATION, QUESTIONNAIRES, TABLES (DATA),

A RESEARCH REPORT WITH GENERAL APPEAL TO CLASSROOM TEACHERS SERVED AS THE BASIS FOR AN ATTITUDE EVALUATION SURVEY COMPARING THE COMPREHENSION OF RESEARCH BY TEACHERS AND BY EDUCATIONAL RESEARCHERS. MAJOR GOALS OF THE STUDY WERE TO DETERMINE AREAS OF RESEARCH PROCEDURES AND TERMINOLOGY

WHERE TEACHERS MOST NEED ASSISTANCE AND TO DEVELOP PROCEDURES FOR DISSEMINATING RESEARCH RESULTS TO TEACHERS IN A FORM UNDERSTANDABLE TO THEM. RESPONSES FROM 167 SMALL TOWN AND RURAL TEACHERS WERE COMPARED WITH RESPONSES FROM 151 MEMBERS OF THE AMERICAN EDUCATIONAL RESEARCH ASSOCIATION (AERA). QUESTIONNAIRE ITEMS REFERRED TO METHODS OF SAMPLING AND DATA GATHERING, RELIABILITY, VALIDITY, AND DATA ANALYSIS. AERA MEMBERS WERE MORE INCLINED TO INDICATE THAT THERE WAS "INSUFFICIENT INFORMATION" UPON WHICH TO JUDGE A RESPONSE. TEACHERS WERE MORE INCLINED NOT TO RESPOND TO CERTAIN ITEMS. ON ALL QUESTIONS THERE WAS A HIGHER PERCENTAGE OF EDUCATORS RESPONDING "DO NOT UNDERSTAND." CHI SQUARE FINDINGS FOR THE 41 QUESTIONNAIRE ITEMS INDICATED THAT THERE WERE STATISTICALLY SIGNIFICANT DIFFERENCES BETWEEN EDUCATORS AND RESEARCHERS IN ATTITUDES TOWARD AND COMPREHENSION OF VARIOUS RESEARCH PROCEDURES AND TERMINOLOGY. DIFFERENCES WERE ALSO DETERMINED BETWEEN EDUCATORS WHEN GROUPED BY SEX, POSITION, EXPERIENCE, DEGREE, AND SIZE OF SCHOOL ENROLLMENT. THIS PAPER WAS PRESENTED AT THE AMERICAN EDUCATIONAL RESEARCH ASSOCIATION MEETING (NEW YORK, FEBRUARY 17, 1967). (JK)

ED 012 110

EA 000 629

NUMBER AND SUBJECT INDEX OF SELECTED DOCUMENTS ON HIGHER EDUCATION.

BY- PIEL, PHILIP
OREGON UNIV., EUGENE

EDRS PRICE MF-\$0.18 HC-\$3.24 81P.

DESCRIPTORS- *BIBLIOGRAPHIES, *HIGHER EDUCATION, *INDEXES (LOCATORS), *RESEARCH, *RESOURCE MATERIALS, ADMINISTRATION, COLLEGE ADMISSION, CURRICULUM, EDUCATIONAL FINANCE, ENROLLMENT, EUGENE, FACULTY, GRADUATE STUDY, MEASUREMENT, PROFESSIONAL EDUCATION, PROGRAMS, STUDENTS, SURVEYS, TEACHER EDUCATION,

DOCUMENTS IN THE HIGHER EDUCATION COLLECTION ARE INDEXED BY SUBJECT AND NUMBER. PART I OF THE INDEX CONTAINS A WORD LIST COMPILED FROM INDEX TERMS GENERATED FROM THE 1,000 DOCUMENTS IN THE COLLECTION. PART II IS A SEQUENTIAL LISTING OF EACH DOCUMENT WITH A COMPLETE BIBLIOGRAPHICAL CITATION FOR EACH DOCUMENT. (HM)

ED 012 111

EA 000 632

EDUCATIONAL RESEARCH MANPOWER--PROJECTED NEEDS.

BY- SIEBER, SAM D.
COLUMBIA UNIV., NEW YORK, BUR. OF APPL. SOC. RES.

EDRS PRICE MF-\$0.09 HC-\$0.76 19P. PUB DATE MAR 67

DESCRIPTORS- *BEHAVIORAL SCIENCES, *EDUCATIONAL NEEDS, *EDUCATIONAL RESEARCH, *GRADUATE STUDENTS, *RESEARCHERS, EDUCATIONAL PRACTICE, FEDERAL PROGRAMS, NEW YORK CITY, RESEARCH AND DEVELOPMENT CENTERS, SCHOOL PERSONNEL, SCHOOL SERVICES, TEACHER SHORTAGE,

THE AUTHOR STATES FOUR MAJOR PROBLEMS THAT PLAGUE EDUCATIONAL RESEARCH--ISOLATION FROM THE LIBERAL ARTS AND SCIENCES, PRESSURES FROM SCHOOLS, CHRONIC SHORTAGE OF SCHOOL PRACTITIONERS, AND THE POOR QUALITY OF GRADUATE STUDENTS IN EDUCATION. FOUR POLICY IMPLICATIONS RESULT FROM THE FAILURE OF THE EDUCATIONAL RESEARCH FIELD TO RECRUIT ENOUGH QUALIFIED PERSONNEL WITH A MAJOR COMMITMENT TO RESEARCH--(1) MORE

RESEARCHERS FROM THE BEHAVIORAL SCIENCES NEED TO BE RECRUITED AND TRAINED FOR WORK IN EDUCATION, (2) NEED FOR SOMETHING WORTHY OF DEVELOPMENT AND DISSEMINATION CAN ONLY BE MET WITH A LARGER AND BETTER QUALIFIED BODY OF EDUCATIONAL RESEARCHERS, (3) THE DEMAND FOR SCHOOL PRACTITIONERS REQUIRES THE EARLY IDENTIFICATION AND ENCOURAGEMENT OF RESEARCH TALENT AND THE FREEDOM OF THE BEST RESEARCHERS FROM TRADITIONAL TEACHING OBLIGATIONS, AND (4) SUFFICIENT FUNDS MUST BE OFFERED TO ATTRACT THE BETTER STUDENTS IN OTHER DEPARTMENTS. A NUMBER OF RECOMMENDATIONS FOR FEDERAL ACTION ARE MADE. (HM)

ED 012 112

EC 000 019

WORK-STUDY FOR SLOW LEARNERS IN OHIO, SELECTED TRAINING MATERIALS FOR USE IN OHIO INSTITUTES ON WORK-STUDY PROGRAMS. BY- MILLER, DONALD Y. DANIELSON, RICHARD H. OHIO STATE BOARD OF EDUCATION, COLUMBUS

EDRS PRICE MF-\$0.18 HC-\$4.24 106P. PUB DATE 65

DESCRIPTORS- *CURRICULUM, *EDUCABLE MENTALLY HANDICAPPED, *VOCATIONAL EDUCATION, *WORK STUDY PROGRAMS, COLUMBUS, ON THE JOB TRAINING, PREVOCATIONAL EDUCATION, PROGRAM ADMINISTRATION, PROGRAM PLANNING, SPECIAL EDUCATION, VOCATIONAL REHABILITATION,

THIS COLLECTION OF PAPERS WAS PRESENTED AT AN INSTITUTE AT KENT STATE UNIVERSITY IN APRIL 1964. VOCATIONAL EDUCATION AND WORK-STUDY PROGRAMS FOR EDUCABLE MENTALLY HANDICAPPED PUPILS ARE DISCUSSED IN RELATION TO THE FUNCTIONS OF THE VOCATIONAL REHABILITATION ADMINISTRATION, THE ESTABLISHMENT AND ADMINISTRATION OF A PROGRAM, PLANNING THE CURRICULUM, FORMING COMMUNITY RELATIONSHIPS, AND THE EVALUATION, PLACEMENT, AND FOLLOWUP OF STUDENTS. EACH OF THREE OHIO WORK-STUDY PROGRAMS (DAYTON, PENNSYLVANIA, AND WARREN) IS DESCRIBED FROM THE POINTS OF VIEW OF AN ADMINISTRATOR, A PRINCIPAL, AND A COORDINATOR. A 58-ITEM BIBLIOGRAPHY IS INCLUDED. (MY)

ED 012 113

EC 000 050

SELECTED CHARACTERISTICS OF THE MENTALLY RETARDED CLIENTS REHABILITATED.

BY- RUMFORD, JOHN C.
VOCATIONAL REHABILITATION ADMIN., WASHINGTON, D.C.

EDRS PRICE MF-\$0.09 HC-\$1.36 34P. PUB DATE APR 64

DESCRIPTORS- *EMPLOYMENT STATISTICS, *MENTALLY HANDICAPPED, *MULTIPLY HANDICAPPED, *REHABILITATION, *VOCATIONAL REHABILITATION, DISTRICT OF COLUMBIA, REHABILITATION PROGRAMS, STATE PROGRAMS, STATISTICAL SURVEYS,

THE NUMBER OF MENTALLY HANDICAPPED PERSONS REHABILITATED THROUGH STATE VOCATIONAL REHABILITATION AGENCIES INCREASED EACH YEAR FROM 1956 TO 1963. MENTALLY HANDICAPPED REHABILITANTS WERE YOUNGER THAN THOSE WITH OTHER DISABILITIES. THERE WERE MORE MALE THAN FEMALE, AND MORE WHITE THAN NEGRO MENTALLY HANDICAPPED REHABILITANTS, ALTHOUGH THE PROPORTION OF NEGRO REHABILITANTS WAS RISING. IN ADDITION TO FURTHER AGE, SEX, AND RACE DATA, THE REPORT INCLUDES DATA CONCERNING CLIENTS' DEPENDENCY STATUS, MOBILITY, REFERRAL, SUPPORT, PUBLIC ASSISTANCE, EARNINGS, WORK STATUS, LENGTH OF REHABILITATION, SERVICES RECEIVED AND THEIR COST, STATUS FOR

OLD AGE AND SURVIVORS' DISABILITY INSURANCE, HISTORY PRECEDING REHABILITATION, AND OCCUPATION AT CLOSURE. THE SAME TYPE OF INFORMATION IS PROVIDED FOR CLIENTS WITH MENTAL RETARDATION AS A SECONDARY DISABILITY. INFORMATION IS PRESENTED IN DISCUSSION AND TABULAR (TABLES, GRAPHS, MAPS) FORM. THIS DOCUMENT IS ALSO AVAILABLE FROM THE SUPERINTENDENT OF DOCUMENTS, U.S. GOVERNMENT PRINTING OFFICE, WASHINGTON, D.C. 20402. (JZ)

ED 012 111

EC 000 057

MENTAL HEALTH OF CHILDREN, THE CHILD PROGRAM OF THE NATIONAL INSTITUTE OF MENTAL HEALTH.

BY- SEGAL, JULIUS

PUBLIC HEALTH SERVICE, BETHESDA, MD.

REPORT NUMBER PHS-PUB-1396

PUB DATE DEC 65

EDRS PRICE MF-\$0.18 HC-\$2.88 72P.

DESCRIPTORS- #CHILD DEVELOPMENT, #EMOTIONALLY DISTURBED, #MENTAL HEALTH, #MENTAL HEALTH PROGRAMS, CHILD CARE, CHILDREN, COMMUNITY RESOURCES, CULTURALLY DISADVANTAGED, DELINQUENTS, DISTRICT OF COLUMBIA, GIFTED, LEARNING DIFFICULTIES, MEDICAL TREATMENT, MENTAL HEALTH CLINICS, MENTAL ILLNESS, MENTALLY HANDICAPPED, PERSONAL ADJUSTMENT, PREVENTION, PROFESSIONAL TRAINING, PSYCHIATRIC HOSPITALS, REHABILITATION, RESIDENTIAL PROGRAMS, SPECIAL EDUCATION, WELFARE AGENCIES,

NATIONAL INSTITUTE OF MENTAL HEALTH ACTIVITIES REPRESENTING EIGHT MAJOR PROGRAMS OF THE INSTITUTE ARE DESCRIBED IN TERMS OF MEETING THE NEEDS OF NORMAL CHILDREN IN NORMAL ENVIRONMENTS, PROVIDING EARLY TREATMENT OF MENTAL AND EMOTIONAL DISORDERS IN CHILDHOOD, AND DEVELOPING TREATMENT AND REHABILITATION PROGRAMS FOR SEVERELY DISTURBED CHILDREN. INCLUDED ARE RESULTS OF BASIC RESEARCH, APPLIED STUDIES, SMALL LABORATORY EXPERIMENTS, AND LONG-RANGE CLINICAL INVESTIGATIONS. TRAINING PROGRAMS FOR PROFESSIONAL PERSONNEL, THE ROLE OF THE COMMUNITY MENTAL HEALTH CENTER, INFORMATION PROGRAMS IN CHILD MENTAL HEALTH, AND FUTURE TASKS ARE DISCUSSED. A LIST OF 153 REFERENCES IDENTIFIES THE SOURCES OF INFORMATION, GIVING TITLES OF PROJECTS, NAMES OF PROJECT DIRECTORS, AND INSTITUTIONS WHERE THE WORK WAS DONE. THIS DOCUMENT IS ALSO AVAILABLE AS PUBLIC HEALTH SERVICE PUBLICATION NUMBER 1396 FROM THE SUPERINTENDENT OF DOCUMENTS, U.S. GOVERNMENT PRINTING OFFICE, WASHINGTON, D.C., 20402, FOR \$0.40. (JW)

ED 012 115

EC 000 074

DAY CAMPING FOR THE MENTALLY RETARDED.

BY- GINGLED, DAVID GOULD, KAY

NATIONAL ASSN. FOR RETARDED CHILDREN, NEW YORK, N.Y.

PUB DATE 62

EDRS PRICE MF-\$0.18 HC-\$2.60 65P.

DESCRIPTORS- #CAMPING, #DAY CAMP PROGRAMS, #MENTALLY HANDICAPPED, #RECREATIONAL ACTIVITIES, ADMISSION CRITERIA, CHILDREN, NEW YORK CITY, PERSONNEL,

EMPHASIS IS PLACED ON MENTAL HEALTH, PHYSICAL DEVELOPMENT AND COORDINATION (BOTH MOTOR AND MUSCULAR), SOCIAL ADJUSTMENT, AND LANGUAGE AND INTELLECTUAL DEVELOPMENT. SECTIONS ARE DEVOTED TO ORGANIZATION OF A DAY CAMPING PROGRAM, SELECTING THE STAFF AND THE CAMPERS, THE DAY CAMP IN

OPERATION, DAY CAMPING AS A TRAINING PERIOD, CAMP RELATIONS WITH THE HOME AND THE COMMUNITY, AND EVALUATION. INCLUDED ARE SAMPLES OF A CAMP BUDGET, STAFF RESPONSIBILITIES, COMMUNICATIONS TO PARENTS, AND APPLICATION AND PROGRESS REPORT FORMS. AN 18-ITEM BIBLIOGRAPHY IS INCLUDED. THIS DOCUMENT IS ALSO AVAILABLE FROM THE AMERICAN CAMPING ASSOCIATION, BRADFORD WOODS, MARTINSVILLE, INDIANA, FOR \$0.25. (JZ)

ED 012 116

EC 000 078

CURRICULUM GUIDE--TRAINABLE RETARDED.

BY- EVANS, DON F.

STOCKTON UNIFIED SCHOOL DISTRICT, CALIF.

REPORT NUMBER CURR-BULL-132

PUB DATE APR 64

EDRS PRICE MF-\$0.27 HC-\$5.32 133P.

DESCRIPTORS- #CURRICULUM GUIDES, #SCHEDULING, #TEACHING GUIDES, #TRAINABLE MENTALLY HANDICAPPED, #VOCATIONAL EDUCATION, ADMISSION CRITERIA, CLASSROOM ARRANGEMENT, CURRICULUM, ELEMENTARY GRADES, EQUIPMENT, FACILITIES, INSTRUCTIONAL MATERIALS, PREVOCATIONAL EDUCATION, RECORDS (FORMS), SAN FRANCISCO SOCIAL COMPETENCY SCALE, SECONDARY GRADES, SPECIAL EDUCATION, STOCKTON, UNITS OF STUDY (SUBJECT FIELDS),

SCHEDULES IN CHART FORM FOR TRAINABLE CHILDREN IN ORIENTATION, PRIMARY, AND INTERMEDIATE GROUPS SHOW TOPIC AREAS AND ACTIVITIES ALONG WITH INSTRUCTIONAL MATERIALS AND SUGGESTIONS. AT THE TERMINAL-SECONDARY LEVEL, THE VOCATIONAL PROGRAM IS DISCUSSED AND DAILY SCHEDULES AND WEEKLY UNITS FOR YEARLY PLANNING ARE PRESENTED. TOPIC AREAS, ACTIVITIES, INSTRUCTIONAL MATERIALS, AND SUGGESTIONS ARE OUTLINED FOR TERMINAL-SECONDARY UNITS ON HOMEMAKING AND GOOD GROOMING. THE SAN FRANCISCO SOCIAL COMPETENCY SCALE WHICH EVALUATES SELF-HELP, INITIATIVE-RESPONSIBILITY, SOCIAL SKILLS, AND COMMUNICATION IS INCLUDED. THE GUIDE ALSO INCLUDES SAMPLE STUDENT EVALUATION FORMS AND LISTS OF SUGGESTED FACILITIES, EQUIPMENT, AND INSTRUCTIONAL MATERIALS. (NY)

ED 012 117

EC 000 082

TRAINABLE CHILDREN, CURRICULUM AND PROCEDURES.

BY- MOLLOY, JULIA S.

PUB DATE 63

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS- #CURRICULUM GUIDES, #TRAINABLE MENTALLY HANDICAPPED, ADOLESCENTS, ART, HANDICRAFTS, HANDWRITING, INTERMEDIATE GRADES, KINDERGARTEN, LANGUAGE DEVELOPMENT, LESSON PLANS, MUSIC, NUMBERS, ORCHARD SCHOOL FOR RETARDED CHILDREN, PHYSICAL EDUCATION, PRIMARY GRADES, READING, RECORDS (FORMS), SKOKIE, SPECIAL EDUCATION,

THIS PROGRAM INCORPORATES THE TRAINING NEEDS OF THE SEVERELY RETARDED CHILD IN A LOGICAL, PSYCHOLOGICAL SEQUENCE TO PROVIDE THE CHILD WITH THE OPPORTUNITY TO GROW PHYSICALLY, EMOTIONALLY, INTELLECTUALLY, AND SPIRITUALLY IN ORDER THAT ADEQUATE SELF-CARE, SOCIAL ADJUSTMENT, GOOD PLANNING OF LEISURE TIME, AND SATISFYING USEFULNESS MAY BE REALIZED FOR LIVING COMFORTABLY AT HOME OR IN AN INSTITUTION. THE CHARACTERISTICS, IDENTIFICATION, AND PLACEMENT OF TRAINABLE CHILDREN AS WELL AS THE PHILOSOPHY, PURPOSE, AND OPERATION OF THE SPECIAL CLASS FOR TRAINABLES ARE DISCUSSED. BACKGROUND

INFORMATION, TEACHING TECHNIQUES, SEQUENCE OF ACTIVITIES, AND MATERIALS ARE PRESENTED FOR TEACHING ARTS AND CRAFTS, HANDWRITING AND LANGUAGE DEVELOPMENT, MUSIC, NUMBERS, PHYSICAL EDUCATION AND PLAY, AND READING. PROGRAMS FOR PRESCHOOL, KINDERGARTEN, PRIMARY, JUNIOR INTERMEDIATE, AND SENIOR INTERMEDIATE STUDENTS OUTLINE OBJECTIVES, MANAGEMENT, AND MATERIALS FOR PHYSICAL, SOCIAL, EMOTIONAL, AND INTELLECTUAL GROWTH. A PROGRAM FOR YOUNG ADULTS IS OUTLINED. LESSON PLANS WITH SAMPLE FORMS ARE PRESENTED. A DETAILED CHART FOR RECORDING PROGRESS LISTS PHYSICAL, EMOTIONAL, SOCIAL, INTELLECTUAL, AND SPIRITUAL LEVELS OF DEVELOPMENT. SAMPLES OF 10 REPORT FORMS ARE INCLUDED. ANNOTATIONS ARE INCLUDED ALONG WITH A 23-ITEM BIBLIOGRAPHY. THIS DOCUMENT WAS PUBLISHED BY THE JOHN DAY CO., 62 WEST 45TH STREET, NEW YORK, NEW YORK 10036, 122 PAGES, \$3.50. (JZ)

ED 012 118

EC DDD D86

SELECTIVE AUDIO-VISUAL INSTRUCTION FOR MENTALLY RETARDED PUPILS.

BY- GOLDSTEIN, EDWARD

PUB DATE 64

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS- #AUDIOVISUAL INSTRUCTION, #EDUCABLE MENTALLY HANDICAPPED, #FILMS, #TEACHING METHODS, ADOLESCENTS, AUDIOVISUAL AIDS, EDUCATIONAL RESEARCH, INSTRUCTIONAL FILMS, INSTRUCTIONAL MATERIALS, MEDIA RESEARCH, METHODS RESEARCH, QUESTIONNAIRES, SOUND FILMS, SPECIAL EDUCATION,

THE USE OF SOUND FILMS IN THE EDUCATION OF EDUCABLE MENTALLY HANDICAPPED (EMH) ADOLESCENTS WAS EXAMINED IN AN EXPERIMENTAL STUDY. THE HISTORY OF SPECIAL EDUCATION METHODS FOR EMH STUDENTS IS REVIEWED FROM THE LATE 18TH CENTURY THROUGH CURRENT TEACHING PRACTICES. INDIVIDUAL REVIEWS OF 14 RESEARCH STUDIES AND REPORTS ON THE USE OF EDUCATIONAL FILMS ARE INCLUDED. THE AUTHOR'S STUDY INVOLVED THREE EXPERIMENTAL AND TWO CONTROL GROUPS OF EMH STUDENTS WHO DID NOT DIFFER SIGNIFICANTLY ON IQ SCORE, CHRONOLOGICAL AGE, OR SEX. RECORDED DIFFERENCES AMONG GROUPS (NOT ANALYZED STATISTICALLY) EXISTED IN ETHNIC ORIGIN, SOCIOECONOMIC STATUS, SENSORY DEFECTS, AND YEARS IN SPECIAL CLASSES. ALL GROUPS HAD CLASSROOM INSTRUCTION ON HANDLING FOOD AND EATING-UTENSILS. IN ADDITION, EXPERIMENTAL GROUPS VIEWED A RELATED SOUND FILM AS AN INTRODUCTION (GROUP E-1), AS A CENTRAL THEME (GROUP E-2), OR AS A SUMMARY (GROUP E-3) TO THE LESSON. EXPERIMENTAL GROUPS AND ONE CONTROL GROUP (C-1) WERE GIVEN A PRETEST. ALL GROUPS WERE GIVEN A POST-TEST. A T-TEST OF MEANS OF POST-TEST SCORES OF THE TWO CONTROL GROUPS WAS NOT SIGNIFICANT AND THIS INDICATED THAT PRETESTING DID NOT INFLATE THE POST-TEST SCORE. AN ANALYSIS OF VARIANCE SHOWED SIGNIFICANT INTERACTION BETWEEN GROUPS AND CONDITIONS. GROUP E-3 SHOWED THE GREATEST IMPROVEMENT AND GROUP C-1, THE LEAST. A MATRIX OF T-TESTS BETWEEN GROUPS SHOWED GROUPS E-1 AND E-3 WERE SIGNIFICANTLY SUPERIOR TO GROUP C-1 IN DEGREE OF IMPROVEMENT. GROUP E-2 WAS NOT SIGNIFICANTLY SUPERIOR. THE AUTHOR CONCLUDES THAT SELECTED SOUND FILMS CONTAINING CONCRETE INFORMATION CAN PROFITABLY BE USED AS SUMMARIES TO SPECIFIC LESSONS. THE APPENDIX INCLUDES FORMS USED AND DATA ON SUBJECTS, AS WELL AS A 51-ITEM BIBLIOGRAPHY. THIS BOOK WAS PUBLISHED BY CHARLES C. THOMAS, 301-327 EAST LAWRENCE AVENUE, SPRINGFIELD, ILLINOIS 62703, 111 PAGES, \$9.25. (HY)

ED 012 119

EC DDD 100

STANFORD-OHWAKI-KOHS TACTILE BLOCK DESIGN INTELLIGENCE TEST FOR THE BLIND. PART ONE-FINAL REPORT.

BY- DAUTERMAN, WILLIAM L. SUINN, RICHARD W. STANFORD UNIV., CALIF., SCHOOL OF MEDICINE

EDRS PRICE MF-\$0.18 HC-\$2.96 74P. PUB DATE AUG 66

DESCRIPTORS- #BLIND, #INTELLIGENCE TESTS, #TEST CONSTRUCTION, STANFORD, STANFORD KOHS BLOCK DESIGN TEST, STANFORD OHWAKI KOHS TACTILE BLOCK DESIGN INTELLIGENCE TEST,

THIS TEST WAS DEVELOPED TO MEASURE THE INTELLIGENCE OF BLIND ADOLESCENTS AND ADULTS. SIX HUNDRED AND THIRTY BLIND SUBJECTS 14 YEARS OF AGE AND OLDER WERE USED IN REFINING AND STANDARDIZING THE NONVERBAL, PERFORMANCE OHWAKI-KOHS BLOCK DESIGN TEST FOR USE BY BLIND INDIVIDUALS IN THE UNITED STATES. RESULTS INDICATED STATISTICALLY SIGNIFICANT CORRELATIONS AT THE .001 LEVEL BETWEEN THE STANFORD-KOHS AND WECHSLER ADULT INTELLIGENCE TEST AND BETWEEN THE STANFORD-KOHS AND OHWAKI-KOHS TESTS. ON A RETEST OF 50 SUBJECTS, A TEST-RETEST RELIABILITY COEFFICIENT OF .86 WAS REPORTED. TABLES PRESENT BIOGRAPHICAL DATA CORRELATIONS AND TEST INTERCORRELATIONS. THE CONSTRUCTION OF TEST MATERIALS IS EXPLAINED. TEST MANUALS WILL APPEAR AS PART 2 AND PART 3 OF THE FINAL REPORT. (KH)

ED 012 120

EC DDD 106

VISION SCREENING OF THE PRESCHOOL CHILD, REPORT OF A STUDY.

BY- SAVITZ, ROBERTA A. AND OTHERS
CHILDRENS BUREAU, WELFARE ADMIN., WASHINGTON, D.C.

REPORT NUMBER CB-PUB-414-1964 PUB DATE 64
EDRS PRICE MF-\$0.18 HC-\$3.20 80P.

DESCRIPTORS- #HANDICAP DETECTION, #PRESCHOOL CHILDREN, #VISION, #VISION TESTS, ALLEN PICTURE CARDS, AMERICAN OPTICAL KINDERGARTEN CHART, DISTRICT OF COLUMBIA, OSTERBERG CHART, PRESCHOOL TESTS, SCREENING TESTS, STYCAR VISION TEST, TESTING, VISUAL DISCRIMINATION, VISUALLY HANDICAPPED,

USING A SAMPLE OF 94 CHILDREN (31 TO 54 MONTHS OLD), THIS STUDY COMPARED EIGHT VISION SCREENING PROCEDURES FOR YOUNG CHILDREN IN THE ABILITY TO TEST FOR SEVERAL VISUAL FUNCTIONS, AND PREFERENCE AMONG THEM BY CHILDREN. THE SUBJECTS WERE ORIGINALLY TESTED USING THE EIGHT SCREENING TESTS, AND 6 MONTHS LATER 40 OF THE CHILDREN WERE RETESTED FOR CHANGES IN VISUAL ACUITY AND EYE DOMINANCE DURING THE INTERIM PERIOD. RESULTS INDICATED THAT THE RELATIVE SCREENING ABILITY OF THE PROCEDURES WAS UNDETERMINED FOR THE VISUAL FUNCTIONS OF VISUAL ACUITY, MUSCLE BALANCE, AND COLOR PREFERENCE, DUE TO NONTESTABILITY OF SIGNIFICANT NUMBERS OF THE SUBJECTS. THE RESULTS INDICATED THAT EYE DOMINANCE COULD BE ESTABLISHED. THE CONCLUSION SUGGESTS THAT PRESCHOOL CHILDREN 30 MONTHS OF AGE AND OVER CAN BE SCREENED, ALTHOUGH 50 PERCENT MAY BE NONSTABLE. THIS DOCUMENT IS AVAILABLE FROM THE SUPERINTENDENT OF DOCUMENTS, U.S. GOVERNMENT PRINTING OFFICE, WASHINGTON, D.C. 20402, FOR \$0.45. (KH)

ED 012 121

EC DDD 112

TRAINING THE CUSTODIAN'S ASSISTANT.

BY- CARSON, ESTHER AND OTHERS
ALAMEDA COUNTY SCHOOL DEPT., HAYWOOD, CALIF.

DOCUMENT NOT AVAILABLE FROM EDRS.

PUB DATE 62

DESCRIPTORS- *CURRICULUM GUIDES, *CUSTODIAN TRAINING, *EDUCABLE MENTALLY HANDICAPPED, *VOCATIONAL EDUCATION, *WORK EXPERIENCE PROGRAMS, HAYWARD, JOB TRAINING, MANUALS, SPECIAL EDUCATION.

WRITTEN AS A RESULT OF THE 1960-61 SCHOOL YEAR WORK EXPERIENCE PROGRAM IN SPECIAL EDUCATION, THIS HANDBOOK DESCRIBES A COURSE DESIGNED FOR ACADEMICALLY SLOW HIGH SCHOOL STUDENTS LEARNING THE SKILLS OF CUSTODIAL WORK. ILLUSTRATED AND WRITTEN IN SIMPLE LANGUAGE, THE HANDBOOK SERVES AS A COURSE GUIDE AND AS INFORMATION TO PROSPECTIVE EMPLOYERS ON THE TRAINING WHICH GRADUATES OF THE COURSE HAVE COMPLETED. TOPICS DISCUSSED ARE PERSONAL HABITS, COOPERATION, EQUIPMENT AND SUPPLIES, SCHEDULING, CLEANING TECHNIQUES, LIFTING TECHNIQUES, FIRE EXTINGUISHING, FLAG CARE, AND TERMINOLOGY. THIS DOCUMENT IS AVAILABLE FROM THE ALAMEDA COUNTY SCHOOL DEPARTMENT, 224 WEST WINTON AVENUE, HAYWARD, CALIFORNIA 94544. (DF)

ED 012 122

EC DOD 120

YOU CAN RAISE YOUR HANDICAPPED CHILD.
BY- AYRAULT, EVELYN WEST

PUB DATE 64

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS- *CHILD REARING, *HANDICAPPED CHILDREN, *PARENTS, BEHAVIOR, BEHAVIOR PROBLEMS, CASE STUDIES (EDUCATION), DIRECTORIES, INSTRUCTIONAL MATERIALS, MENTAL RETARDATION, MENTALLY HANDICAPPED, PARENT ATTITUDES, PHYSICALLY HANDICAPPED, PSYCHOLOGICAL EVALUATION, RECREATION, SPECIAL EDUCATION, STATE PROGRAMS,

DESIGNED AS A GUIDE FOR PARENTS OF HANDICAPPED CHILDREN, THIS BOOK PROVIDES INFORMATION ON TYPES OF HANDICAPS AND THE AIMS AND TECHNIQUES OF TREATMENT, THERAPY, AND EDUCATION. SPECIFIC RECOMMENDATIONS TO HELP PARENTS RAISE A HANDICAPPED CHILD ARE DISCUSSED. BEHAVIOR PROBLEMS, PARENT ATTITUDES, DAILY PROBLEMS, AND RECREATION ARE EXAMINED IN DETAIL AND ILLUSTRATED BY CASE STUDIES. INCLUDED ARE CHARTS LISTING EACH STATE'S PROVISIONS FOR SPECIAL EDUCATION, VOCATIONAL REHABILITATION, STATE CARE, AND STATE AID. ADDRESSES ARE GIVEN FOR NATIONAL AND STATE AGENCIES SERVING HANDICAPPED CHILDREN. THIS BOOK WAS PUBLISHED BY G.P. PUTNAM'S SONS, 200 MADISON AVENUE, NEW YORK, NEW YORK 10035, 318 PAGES, \$5.95. (MT)

ED 012 123

EC DOD 123

EMPLOYMENT ORIENTATION AND RELATED FIELDS, A CURRICULUM GUIDE. FOR TEACHERS OF HIGH SCHOOL AGE EDUCABLES.
BY- CAPPELLO, JOSEPH F. SHAPIRO, ARTHUR
EAST WINDSOR TOWNSHIP SCH. DIST., HIGHTSTOWN, N.J.

PUB DATE SEP 65

EDRS PRICE MF-\$0.18 HC-\$3.92 88P.

DESCRIPTORS- *CURRICULUM GUIDES, *EDUCABLE MENTALLY HANDICAPPED, *PREVOCATIONAL EDUCATION, *SECONDARY GRADES, *VOCATIONAL EDUCATION, HIGHTSTOWN, SPECIAL EDUCATION, UNITS OF STUDY (SUBJECT FIELDS),

DESIGNED TO HELP TEACHERS PREPARE RETARDATES FOR EMPLOYMENT, THIS GUIDE PRESENTS EMPLOYMENT ORIENTATION UNITS ON FINDING A JOB, HOLDING A JOB, AND PROTECTING WORKERS. UNITS ABOUT RELATED AREAS ARE TAXES, INSURANCE, BANKING, BUDGETING, THE FAMILY, REPRODUCTION, AND THE GROWING UP PROCESSES. EACH UNIT CONTAINS AN OUTLINE OF CURRICULUM CONTENT, SUGGESTED CLASSROOM ACTIVITIES INCLUDING ARTS AND CRAFTS AND TRIPS, RELATED RESOURCE MATERIALS, AND WAYS TO EVALUATE STUDENT LEARNING. A 130-ITEM BIBLIOGRAPHY INCLUDES BOOKS, PAMPHLETS, FILMS, AND FILMSTRIPS. THIS DOCUMENT IS ALSO AVAILABLE FROM EAST WINDSOR SCHOOL DISTRICT, HIGHTSTOWN, DEPARTMENT OF SPECIAL EDUCATION, NEW JERSEY, FOR \$2.00. (VO)

ED 012 124

EC DOD 157

GUIDANCE HANDBOOK FOR SPECIAL EDUCATION, A PLAN FOR INITIATING, BUILDING, IMPLEMENTING, AND CONDUCTING PROGRAMS FOR EXCEPTIONAL CHILDREN WITH GUIDELINES FOR FOLLOWING LEGAL REQUIREMENTS AND DEVELOPING DISTRICT PHILOSOPHY AND OBJECTIVES.
FRESNO COUNTY SCHOOLS, CALIF.

PUB DATE 66

EDRS PRICE MF-\$0.18 HC-\$3.48 87P.

DESCRIPTORS- *PROGRAM DEVELOPMENT, *PROGRAM EVALUATION, *SPECIAL CLASSES, *SPECIAL EDUCATION, *STATE LEGISLATION, ACADEMICALLY HANDICAPPED, ADMINISTRATIVE ORGANIZATION, CALIFORNIA ADMINISTRATIVE CODE TITLE 5, CALIFORNIA EDUCATION CODE, COMPENSATORY EDUCATION, CONSULTANT SERVICES, CULTURALLY DISADVANTAGED, CURRICULUM, FRESNO, PROGRAM PLANNING,

FOR EACH EXCEPTIONALITY AREA, THIS DOCUMENT OUTLINES A STATEMENT OF LEGISLATIVE INTENT, SERVICES AVAILABLE THROUGH THE OFFICE OF THE COUNTY SUPERINTENDENT OF SCHOOLS, INITIATION OF A DISTRICT PROGRAM, CONSTRUCTION OF A DISTRICT PROGRAM, IMPLEMENTATION AND PROSECUTION OF A DISTRICT PROGRAM, AND EVALUATION OF A DISTRICT PROGRAM. THE APPENDIX CHARTS SALIENT POINTS IN THE STATE LEGISLATIVE CODES AND LISTS SOURCES OF INFORMATION AND SERVICES. (68)

ED 012 125

EC DOD 189

THE SPECIAL SERVICES PROGRAM IN THE CHAMPAIGN SCHOOLS.
BY- JONES, PHILIP R. AND OTHERS
CHAMPAIGN COMMUNITY UNIT 4 SCHOOL DISTRICT, ILL.

PUB DATE MAR 67

EDRS PRICE MF-\$0.18 HC-\$4.16 104P.

DESCRIPTORS- *ANCILLARY SERVICES, *PROGRAM DESCRIPTIONS, *PROGRAM GUIDES, *SPECIAL EDUCATION, CHAMPAIGN, HEADSTART,

AN ANALYSIS OF THE ADMINISTRATIVE STRUCTURE OF THE CHAMPAIGN SPECIAL SERVICES PROGRAM OUTLINES THE RELATIONSHIP OF THE DIRECTOR OF SPECIAL EDUCATION TO SCHOOL PERSONNEL, COMMUNITY AGENCIES, PARENTS, AND CHILDREN. THE RELATIONSHIP BETWEEN SPECIAL SERVICES PERSONNEL AND REGULAR SCHOOL PERSONNEL IS SHOWN. THE PROGRAMS FOR EACH EXCEPTIONALITY ARE DESCRIBED IN TERMS OF IDENTIFICATION AND SPECIAL NEEDS OF CHILDREN, REFERRAL PROCEDURES, ELIGIBILITY REQUIREMENTS, CLASS SIZES, AND RESPONSIBILITIES OF STAFF. THE SCHOOL SOCIAL WORK PROGRAMS AND PSYCHOLOGICAL SERVICES ARE DESCRIBED. ADDITIONAL SECTIONS PROVIDE INFORMATION ON THE OCCUPATIONAL EXPLORATIONS PROGRAM FOR THE SOCIALLY MALADJUSTED, THE PREVOCATIONAL PROGRAM FOR VOCATIONALLY HANDICAPPED STUDENTS,

THE HEADSTART PROGRAM, AND VISION AND HEARING SCREENING. COPIES OF REFERRAL, HISTORY, AND CONFERENCE FORMS ARE INCLUDED. (NY)

ED 012 126

EC 000 199

THE OHIO PLAN FOR CHILDREN WITH SPEECH AND HEARING PROBLEMS. BY- MACLEARIE, ELIZABETH C.
OHIO STATE DEPT. OF EDUCATION, COLUMBUS

PUB DATE 64

EDRS PRICE MF-\$0.18 HC-\$3.12 78P.

DESCRIPTORS- *AURALLY HANDICAPPED, *HEARING THERAPY, *SPEECH HANDICAPPED, *SPEECH THERAPY, *STATE PROGRAMS, ADMINISTRATOR GUIDES, CERTIFICATION, COLUMBUS, HEARING THERAPISTS, PROGRAM ADMINISTRATION, PROGRAM EVALUATION, PROGRAM PLANNING, QUALIFICATIONS, RECORDS (FORMS), SPECIAL EDUCATION, SPEECH HANDICAPS, SPEECH THERAPISTS, STATE STANDARDS, STATE SUPERVISORS, THERAPISTS,

STANDARDS FOR THE ORGANIZATION, ADMINISTRATION, AND EVALUATION OF A SCHOOL PROGRAM FOR SPEECH- AND HEARING-HANDICAPPED CHILDREN HAVE BEEN ADOPTED BY THE OHIO STATE BOARD OF EDUCATION. THIS PUBLICATION PRESENTS THESE STANDARDS AND THE RESPONSIBILITIES OF THE STATE SUPERVISOR, THE COORDINATOR, THE PRINCIPAL, THE CLASSROOM TEACHER, AND THE SPEECH AND HEARING THERAPIST. THE QUALIFICATIONS AND CERTIFICATION REQUIREMENTS OF SPEECH AND HEARING THERAPISTS, AS WELL AS THERAPISTS' RELATIONSHIPS WITH SCHOOL PERSONNEL AND THE COMMUNITY, ARE DISCUSSED. GUIDELINES FOR SELECTION AND SCHEDULING OF STUDENTS, PLANNING THE INSTRUCTIONAL PROGRAM, AND RECORDS AND REPORTING ARE PRESENTED. LISTS OF AGENCIES IN THE FIELD OF SPEECH AND HEARING ARE INCLUDED AS IS THE CODE OF ETHICS OF THE OHIO SPEECH AND HEARING ASSOCIATION. (FL)

ED 012 127

EC 000 202

A SYNTHETIC APPROACH TO LIP READING, MATERIALS FOR THE CHILD OF GRADE SCHOOL AGE. BY- NASPIEL, GEORGE S.

PUB DATE 64

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS- *DEAF CHILDREN, *HARD OF HEARING, *LIPREADING, *SPECIAL EDUCATION, *SPEECH READING, COMMUNICATION (THOUGHT TRANSFER), ELEMENTARY GRADES, HEARING THERAPY, HOME INSTRUCTION, LESSON PLANS, SYNTHETIC LIPREADING,

LESSONS DESIGNED TO ASSIST TEACHERS AND PARENTS IN TEACHING SYNTHETIC LIPREADING TO HARD-OF-HEARING ELEMENTARY AGE CHILDREN ARE GROUPED INTO PRIMARY AND INTERMEDIATE LEVELS. EACH LESSON PLAN IS BASED ON THE PREVIOUS LESSON AND INCLUDES SEVERAL RELATED SPECIFIC ACTIVITIES. INSTRUCTIONS ABOUT MATERIALS, PROCEDURE, AND THE EXACT SENTENCES TO BE USED ARE GIVEN. THE APPENDIXES CONTAIN A TEST OF LIPREADING AND SUGGESTIONS FOR ADDITIONAL LESSONS. THIS BOOK WAS PUBLISHED BY THE EXPRESSION COMPANY, MAGNOLIA, MASSACHUSETTS 01930, 175 PAGES, \$3.00. (NY)

ED 012 128

EC 000 207

A FOLLOW-UP STUDY OF GRADUATES OF THE SCHOOL FOR THE DEAF. STUDIES OF CHILDREN WITH PHYSICAL HANDICAPS, NUMBER 7. BY- JUSTMAN, JOSEPH MOSKOWITZ, SUE

NEW YORK CITY BOARD OF EDUC., BROOKLYN, N.Y.

REPORT NUMBER BER-PUB-42

PUB DATE APR 67

EDRS PRICE MF-\$0.18 HC-\$3.40 85P.

DESCRIPTORS- *AURALLY HANDICAPPED, *DEAF, *FOLLOWUP STUDIES, *GRADUATES, *SPECIAL SCHOOLS, ACTIVITIES, AUDITION (PHYSIOLOGY), BROOKLYN, DEAF EDUCATION, EMPLOYMENT, FAMILY BACKGROUND, HARD OF HEARING, HEARING AIDS, JUNIOR HIGH SCHOOLS, LEISURE TIME, SCHOOL FOR THE DEAF (JUNIOR HIGH SCHOOL 47 MANHATTAN), SOCIAL RELATIONS, SPEECH, STUDENT RECORDS,

A QUESTIONNAIRE OF 129 ITEMS (MOSTLY MULTIPLE CHOICE OR SHORT ANSWER) WAS SENT TO FORMER STUDENTS WHO WERE GRADUATED BETWEEN 1908 AND 1958 FROM THE SCHOOL FOR THE DEAF (JUNIOR HIGH SCHOOL 47 MANHATTAN) IN NEW YORK CITY. THE QUESTIONNAIRE GATHERED INFORMATION ON FAMILY BACKGROUND, SCHOOL HISTORY, OCCUPATION, HEARING AND SPEECH, LEISURE TIME ACTIVITIES, AND SOCIAL RELATIONSHIPS. RESPONSES RECEIVED FROM 646 GRADUATES ARE COMPILED IN 70 TABLES. RESULTS INDICATE THAT THE AVERAGE GRADUATE HAS AN ADEQUATE JOB, LIKES HIS JOB, HAS BOTH DEAF AND HEARING FRIENDS AND FELLOW EMPLOYEES, HAS IMPROVED IN SPEECH AND LIPREADING, COMMUNICATES WITH OTHERS, AND LIKES LEISURE TIME ACTIVITIES SIMILAR TO THOSE OF HEARING PEOPLE. RECENT GRADUATES APPEAR TO BE BETTER ADJUSTED THAN OLDER GRADUATES. (NY)

ED 012 129

EC 000 220

THE BIRTH OF LANGUAGE, THE CASE HISTORY OF A NON-VERBAL CHILD.

BY- KASTEIN, SHULAMITH TRACE, BARBARA

PUB DATE 66

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS- *AUDITORY AGNOSIA, *LANGUAGE HANDICAPPED, *LANGUAGE HANDICAPS, *LANGUAGE INSTRUCTION, *SPEECH THERAPY, AUDITORY PERCEPTION, BEHAVIOR PROBLEMS, CASE STUDIES (EDUCATION), CHILD REARING, CHILDREN, CLINICAL DIAGNOSIS, COMMUNICATION PROBLEMS, DIAGNOSTIC TESTS (EDUCATION), HARD OF HEARING, HEARING THERAPY, LANGUAGE DEVELOPMENT, MEDICAL CASE HISTORIES, NEUROLOGICAL DEFECTS, NEUROLOGICALLY HANDICAPPED, TESTING, VERBAL COMMUNICATION,

THE HISTORY OF A CHILD WITH BEHAVIOR AND LANGUAGE DISORDERS IS WRITTEN BY THE MOTHER IN CONJUNCTION WITH A SPEECH PATHOLOGIST. WRITTEN FROM A PROFESSIONAL VIEWPOINT, THE CASE HISTORY PRESENTS MEDICAL, EDUCATIONAL, PHYSICAL, AND SOCIAL DEVELOPMENTS AS THEY OCCURRED FROM BIRTH TO 11 YEARS OF AGE. TESTING PROCEDURES AND RESULTS, DIAGNOSIS, AND THERAPEUTIC TECHNIQUES ARE PRESENTED. MOST OF THE THERAPY WAS PERFORMED BY THE MOTHER UNDER THE GUIDANCE OF THE SPEECH PATHOLOGIST. THE CHILD'S DRAWINGS ON THE GOODENOUGH DRAW-A-MAN TEST AND THE BENDER-GESTALT TEST ARE REPRODUCED. A LIST OF MATERIALS USED IN THE TRAINING PROGRAM IS INCLUDED, AS WELL AS A 27-ITEM BIBLIOGRAPHY. THIS BOOK WAS PUBLISHED BY CHARLES C. THOMAS, 301-327 EAST LAWRENCE AVENUE, SPRINGFIELD, ILLINOIS 62703, 192 PAGES, \$6.75. (HK)

ED 012 130

EC 000 227

WHAT PARENTS AND TEACHERS SHOULD KNOW ABOUT CHILDREN WHO STUTTER, PART I.

BY- ROBINSON, FRANK B.

PUB DATE JUL 66

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS- *SPEECH HANDICAPPED, *STUTTERING, SPEECH HANDICAPS,

THIS IS THE FIRST OF TWO ARTICLES GIVING PARENTS AND TEACHERS PERTINENT INFORMATION ABOUT STUTTERING, EXAMPLES OF KINDS OF STUTTERING BEHAVIOR, AND AN EXPLANATION OF POSSIBLE CAUSAL FACTORS. STUDIES HAVE SHOWN THAT STUTTERING DOES NOT INDICATE LOW INTELLIGENCE, IS NOT CAUSED BY ORGANICALLY DEFECTIVE SPEECH MECHANISMS, AND APPEARS TO BE CAUSED BY A COMBINATION OF CONDITIONS RATHER THAN ONE FACTOR. STUTTERING SEEMS TO RUN IN FAMILIES AND, AFTER AGE 8 OR 9, IS SELDOM ENTIRELY OUTGROWN. SHYNESS IS MORE OFTEN A RESULT, RATHER THAN A CAUSE OF STUTTERING. ALTHOUGH STUTTERING USUALLY BEGINS BETWEEN THE AGES OF 3 AND 7, IT MAY APPEAR ANYTIME. POSSIBLE CAUSES ARE FAULTY NEUROMUSCULAR DEVELOPMENT, EMOTIONAL PRESSURES, AND DIFFICULTY IN LEARNING LANGUAGE RULES AND LARGE NUMBERS OF WORDS NECESSARY IN EARLY LANGUAGE DEVELOPMENT. THIS ARTICLE WAS PUBLISHED IN "HEARING AND SPEECH NEWS," VOLUME 34, NUMBER 4, JULY 1966. (NY)

ED 012 131

EC 000 228

STUTTERING THERAPY--A GUIDE FOR THE SPEECH CLINICIAN.
BY- SIMPSON, BESSIE C.

PUB DATE 66

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS- *LESSON PLANS, *SPEECH THERAPY, *STUTTERING, ELEMENTARY INSTRUCTIONAL LEVEL, GUIDES, SECONDARY INSTRUCTIONAL LEVEL,

THIS GUIDE PRESENTS SPECIFIC THERAPY IDEAS FOR SPEECH CLINICIANS TO USE WITH STUTTERERS. THE INTRODUCTION DISCUSSES PREVENTION OF STUTTERING, ORGANIZATION AND PLANNING OF THERAPY, SPEECH RULES, SPEECH EVALUATION, AND TERMINATION OF THERAPY. TWENTY-THREE THERAPY PLANS ARE DESCRIBED FOR EACH OF THREE LEVELS. LEVEL 1 IS FOR CHILDREN FROM KINDERGARTEN TO GRADE 2 AND EMPHASIZES THE HOME AND FAMILY, STORY TELLING, DRAMATICS, AND ACTIVITIES DESIGNED TO INCREASE CONFIDENCE. LEVEL 2 IS USED FOR GRADES 3 TO 5, WITH PLANS FOCUSING ON CHANGING ATTITUDES, FEELINGS, AND BEHAVIOR. THE THIRD LEVEL, FOR GRADES 6 TO 8, EMPHASIZES VOCABULARY BUILDING. APPENDIXES PRESENT ADDITIONAL MATERIAL TO AID THE SPEECH THERAPIST, INCLUDING A SAMPLE CASE HISTORY FORM, TESTING PROGRAM, CONFERENCE PROCEDURES, SUGGESTED MATERIALS, AND A 16-ITEM BIBLIOGRAPHY. THIS DOCUMENT IS AVAILABLE FROM THE INTERSTATE PRINTERS AND PUBLISHERS, INC., DANVILLE, ILLINOIS 61832, 201 PAGES, \$3.25. (ED)

ED 012 132

EC 000 239

ABSTRACT FUNCTIONING IN THE BLIND.

BY- RUBIN, EDWARD JOSEPH.

AMERICAN FOUNDATION FOR THE BLIND, NEW YORK, N.Y.

REPORT NUMBER AFB-RES-8ER-11

PUB DATE FEB 64

EDRS PRICE MF-\$0.10 HC-\$2.56 64P.

DESCRIPTORS- *ABSTRACT REASONING, *BLIND, *COGNITIVE PROCESSES, ABSTRACTION TESTS, COMPARATIVE TESTING, CONCEPT FORMATION, KAHN TEST OF NEW YORK CITY, PROVERBS TEST, WECHSLER ADULT INTELLIGENCE SCALE,

HYPOTHESIZING THAT CONGENITALLY BLIND ADULTS WOULD SCORE LOWER ON TESTS OF ABSTRACTION THAN ADVENTITIOUSLY BLIND OR SIGHTED ADULTS, THIS STUDY TESTED 25 CONGENITALLY BLIND, 25 ADVENTITIOUSLY BLIND, AND 25 SIGHTED SUBJECTS. THE WECHSLER ADULT INTELLIGENCE SCALE (WAIS) VOCABULARY TEST WAS ADMINISTERED TO EACH GROUP AND RESULTS SHOWED NO SIGNIFICANT DIFFERENCE IN INTELLECTUAL LEVEL AMONG THE GROUPS. SUBJECTS WERE TESTED BY THE WAIS SIMILARITIES TEST, THE PROVERBS TEST, THE KAHN TEST OF SYMBOL ARRANGEMENT, AND THE NUMBER SERIES COMPLETION TEST. MEAN SCORES FOR THE CONGENITALLY BLIND WERE THE LOWEST OF THE THREE GROUPS IN THREE OF THE FOUR TESTS OF ABSTRACTION, THEREBY SUPPORTING THE HYPOTHESIS. ON THE NUMBER SERIES COMPLETION TEST, THE ADVENTITIOUSLY BLIND GROUP SCORED SIGNIFICANTLY BELOW THE SIGHTED GROUP, PERHAPS BECAUSE OF THE IMPORTANCE OF VISUAL IMAGERY ON THIS TEST. RESULTS REVEALED THE AGE OF ONSET OF BLINDNESS AS AN IMPORTANT FACTOR IN THE INTERPRETATION OF TEST SCORES. INCLUDED IS A 79-ITEM BIBLIOGRAPHY. THIS DOCUMENT IS ALSO AVAILABLE FROM THE AMERICAN FOUNDATION FOR THE BLIND, 15 WEST 16TH STREET, NEW YORK 11, NEW YORK, FOR \$0.90. (DF)

ED 012 133

EC 000 241

THE HARD OF HEARING. PRENTICE-HALL FOUNDATIONS OF SPEECH PATHOLOGY SERIES.

BY- O'NEILL, JOHN J.

PUB DATE 64

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS- *AUDIOLOGY, *AUDITORY TRAINING, *HARD OF HEARING, *HEARING LOSS, *HEARING THERAPY, ANATOMY, AUDIOMETRIC TESTS, AUDITION (PSYCHOLOGY), AUDITORY TESTS, CLINICAL DIAGNOSIS, EARS, LIPREADING, MEDICAL EVALUATION, PATHOLOGY, PREVENTION, REHABILITATION,

BASIC INFORMATION ABOUT TESTING, DIAGNOSING, AND REHABILITATING THE HARD OF HEARING IS OFFERED IN THIS INTRODUCTORY TEXT. THE PHYSICS OF SOUND, AUDITORY THEORY, ANATOMY AND PATHOLOGY OF THE EAR, AND DIAGNOSTIC ROUTINES ARE DISCUSSED. A CHAPTER ON AURAL REHABILITATION INCLUDES AN OVERVIEW OF LIPREADING AND AUDITORY TRAINING TECHNIQUES FOR ADULTS AND CHILDREN. THE PERSONALITIES, ACADEMIC ACHIEVEMENT POTENTIALS, AND ABILITIES OF THE HARD OF HEARING TO LEARN SPEECH AND LANGUAGE ARE TREATED. GENERAL INFORMATION ON THE PRINCIPLES OF HEARING CONSERVATION AND PREVENTION OF HANDICAP FROM HEARING LOSS IS PRESENTED. INCLUDED IS INFORMATION ON REFERRAL SOURCES FOR DIAGNOSIS AND REHABILITATION. THIS DOCUMENT WAS PUBLISHED BY PRENTICE-HALL, INC., ENGLEWOOD CLIFFS, NEW JERSEY, 146 PAGES, \$4.95. (DN)

ED 012 134

EC 000 303

COMPREHENSIVE EVALUATIVE TECHNIQUES FOR THE CHILD WITH A CLEFT PALATE.

BY- WHITE, FRAZER D. DENSEN, JACK F.

PUB DATE 20 JAN 67

EDRS PRICE MF-\$0.09 HC-\$0.36 9P.

DESCRIPTORS- *CLEFT PALATE, *SPEECH HANDICAPPED, BZOCHE DIAGNOSTIC ARTICULATION TEST, CLINICAL DIAGNOSIS, EVALUATION TECHNIQUES, MIAMI, SOUTH FLORIDA CLEFT PALATE CLINIC, SPEECH HANDICAPS, SPEECH THERAPY,

A MULTIDISCIPLINARY APPROACH TO CHILDREN WITH CLEFT

PALATES IS DESCRIBED. THE SOUTH FLORIDA CLEFT PALATE CLINIC, REPRESENTING NINE PROFESSIONAL SPECIALTIES, MEETS WEEKLY TO SEE SIX OR SEVEN CASES. SPEECH PERFORMANCE IS RECORDED ON SIX DIAGNOSTIC, DATA COLLECTING FORMS WHICH PROVIDE A BASIS FOR RECORDING CLINICAL JUDGMENTS. PROGNOSIS AND RECOMMENDATIONS ARE MADE. THE SPEECH DEVELOPMENT SEQUENCE POSTULATED BY DR. KENNETH BOOCH IS USED AS THE MODEL FOR EVALUATION OF CLEFT PALATE SPEECH AT THE CLINIC. THIS PAPER WAS PRESENTED TO THE FLORIDA COUNCIL FOR EXCEPTIONAL CHILDREN (JANUARY 20, 1967). (EB)

ED 012 135 EC 000 364

PRE-CANE MOBILITY AND ORIENTATION SKILLS FOR THE BLIND, CURRICULUM GUIDE.

BY- ANDERSON, GEORGE AND OTHERS
MICHIGAN SCHOOL FOR THE BLIND, LANSING

PUB DATE 65

EDRS PRICE MF-\$0.18 HC-\$2.40 60P.

DESCRIPTORS- *BLIND, *SENSORY DISCRIMINATION, *TRAVEL TRAINING, *VISUALLY HANDICAPPED MOBILITY, *VISUALLY HANDICAPPED ORIENTATION, BLIND CHILDREN, CHILDREN, CURRICULUM, CURRICULUM GUIDES, LANSING, LESSON PLANS, RECORDS (FORMS), SKILLS,

UNITS, ACTIVITIES, LESSON PLANS, AND RESOURCE MATERIALS TO HELP ELEMENTARY TEACHERS REINFORCE INSTRUCTION IN BASIC PRE-CANE MOBILITY AND ORIENTATION SKILLS ARE PRESENTED. APPENDICES INCLUDE A DEFINITION OF TERMS, AN ORIENTATION AND MOBILITY CHECKLIST WITH TEACHER INSTRUCTIONS, SUGGESTIONS FOR GUIDING BLIND INDIVIDUALS, AND SUGGESTED SUMMER ACTIVITIES IN ORIENTATION AND MOBILITY SKILLS FOR PRIMARY AND INTERMEDIATE BLIND CHILDREN. A 97-ITEM BIBLIOGRAPHY IS INCLUDED, ALONG WITH LISTS OF INSTRUCTIONAL MANUALS AND RECORDS. (CG)

ED 012 136 EC 000 383

A HIGH SCHOOL WORK-STUDY PROGRAM FOR MENTALLY SUBNORMAL STUDENTS.

BY- KOLSTOE, OLIVER P. FREY, ROGER H.

PUB DATE 65

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS- *MENTALLY HANDICAPPED, *SHELTERED WORKSHOPS, *SPECIAL EDUCATION, *VOCATIONAL EDUCATION, *WORK STUDY PROGRAMS, JOB PLACEMENT, MENTAL RETARDATION, PERSONNEL, PREVOCATIONAL EDUCATION, PROGRAM PLANNING, SECONDARY GRADES, TEACHER EDUCATION, VOCATIONAL DIRECTORS,

CHARACTERISTICS AND NEEDS OF THE MENTALLY HANDICAPPED AND THE ORGANIZATION OF A 4-YEAR HIGH SCHOOL WORK-STUDY PROGRAM FOR THESE STUDENTS ARE DESCRIBED FOR TEACHERS AND WORK-STUDY SUPERVISORS. THE PROGRAM INCLUDES WORK AND RELATED STUDY THROUGH THREE STAGES OF EXPERIENCE--PREVOCATIONAL TRAINING WHICH PROVIDES VOCATIONAL INFORMATION AND EXPERIENCE IN SHELTERED WORK CONDITIONS, JOB TRYOUT, AND SUPERVISED VOCATIONAL PLACEMENT. AN ADJUSTED ACADEMIC PROGRAM THAT IS COORDINATED WITH THE VOCATIONAL PROGRAM IS EXPLAINED. APPENDICES INCLUDE A SUGGESTED CURRICULUM FOR A 4-YEAR PROGRAM AND SAMPLE EMPLOYER FORMS FOR PROGRESS, EVALUATION, AND JOB ANALYSIS. THIS BOOK WAS PUBLISHED BY THE SOUTHERN ILLINOIS UNIVERSITY PRESS, 600 WEST GRAND, CARBONDALE, ILLINOIS 62901, 106 PAGES, \$5.00. (CG)

ED 012 137 EC 000 400

HOSPITAL CLASSES FOR THE PHYSICALLY HANDICAPPED.

BY- KNIPE, EDYTHE M. ESBJORNSEN, ROBERT R.
NEW JERSEY STATE DEPT. OF EDUCATION, TRENTON

PUB DATE MAY 65

DESCRIPTORS- *HOSPITAL SCHOOLS, *HOSPITALIZED CHILDREN, *PHYSICALLY HANDICAPPED, *STATE STANDARDS, ADMINISTRATOR GUIDES, PHYSICAL FACILITIES, PROGRAM ADMINISTRATION, SPECIAL EDUCATION, STATE PROGRAMS, TEACHER QUALIFICATIONS, TRENTON,

THIS NEWSLETTER DESCRIBES THE NEW JERSEY PROGRAM FOR INSTRUCTION OF PHYSICALLY HANDICAPPED HOSPITALIZED CHILDREN IN TERMS OF INTERACTION BETWEEN THE HOSPITAL INSTRUCTIONAL PROGRAM AND THE REGULAR SCHOOL, THE RELATIONSHIP BETWEEN THE HOSPITAL INSTRUCTIONAL PROGRAM AND THE MEDICAL PROGRAM, NEW JERSEY STATE REGULATIONS, CRITERIA FOR SELECTION OF TEACHERS, PHYSICAL FACILITIES, AND A CONSULTATION RESOURCE. THIS NEWSLETTER WAS PUBLISHED AS "THE EXCHANGE," VOLUME 9, NUMBER 1, MAY 1965. (NY)

ED 012 138 EC 000 446

OHIO'S PROGRAM FOR HEARING HANDICAPPED CHILDREN.

BY- HARTWIG, J. WILLIAM JONES, CHRISTINA C.
OHIO STATE DEPT. OF EDUCATION, COLUMBUS

PUB DATE 66

EDRS PRICE MF-\$0.18 HC-\$4.44 111P.

DESCRIPTORS- *AURALLY HANDICAPPED, *DEAF, *DEAF EDUCATION, *HARD OF HEARING, *PROGRAM DESCRIPTIONS, ADMINISTRATIVE ORGANIZATION, ADMISSION CRITERIA, AUDITORY EVALUATION, AUDITORY TESTS, CHILDREN, COLUMBUS, HEARING AIDS, MULTIPLY HANDICAPPED, PARENT EDUCATION, PROGRAM ADMINISTRATION, PSYCHOLOGICAL EVALUATION, RECORDS (FORMS), STATE PROGRAMS, STATE STANDARDS, TEACHER CERTIFICATION,

SPECIAL EDUCATION INFORMATION IS SUPPLIED FOR SCHOOL ADMINISTRATORS, PRINCIPALS, TEACHERS, AND OTHER SCHOOL PERSONNEL RESPONSIBLE FOR PROVIDING SERVICES FOR HEARING-IMPAIRED CHILDREN IN OHIO. THIS BOOKLET IS DIVIDED INTO FOUR PARTS. PART 1 IS CONCERNED WITH ORGANIZATIONAL STRUCTURE AND ADMINISTRATION OF SPECIAL EDUCATION FOR AURALLY HANDICAPPED AND TEACHER CERTIFICATION. PART 2 IS DEVOTED TO EVALUATION OF THE DEAF CHILD, ADDITIONAL HANDICAPS, HEARING AIDS, AND PARENT EDUCATION. PART 3 DISCUSSES EDUCATIONAL ISSUES IN ADMINISTERING A PROGRAM FOR HEARING IMPAIRED CHILDREN. PART 4 SUPPLIES PROGRAM AND CERTIFICATION STANDARDS, FORMS FOR ADMISSION, REFERRAL, AND EVALUATION, AND INFORMATION ABOUT EIGHT AGENCIES SERVING THE DEAF AND HARD OF HEARING. (HM)

ED 012 139 EC 000 502

CHILDHOOD APHASIA AND BRAIN DAMAGE--A DEFINITION.

BY- RAPPAPORT, SHELDON R.
THE PATHWAY SCHOOL, NORRISTOWN, PA.

PUB DATE 64

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS- *APHASIA, *COMMUNICATION PROBLEMS, *LEARNING DIFFICULTIES, *MINIMALLY BRAIN INJURED, *NEUROLOGICALLY HANDICAPPED, AURALLY HANDICAPPED, CASE STUDIES (EDUCATION), CHILDREN, LANGUAGE, LANGUAGE DEVELOPMENT, LANGUAGE HANDICAPS,

HARBERTH, MORRISTOWN, PATHWAY SCHOOL, REHABILITATION, SPECIAL EDUCATION, SPEECH, SPEECH HANDICAPS,

A SYMPOSIUM WAS HELD AT THE PATHWAY SCHOOL TO ESTABLISH WORKING DEFINITIONS OF APHASIC AND BRAIN-INJURED CHILDREN. BASIC NEEDS WERE IDENTIFIED AND PROGRAMS WERE INDICATED WHICH WOULD RESULT IN HABILITATION. THE PARTICIPANTS AGREED THAT SPECIALIZED EDUCATIONAL PROGRAMS DESIGNED TO MEET SPECIFIC NEEDS ARE NECESSARY, AND WELL-TRAINED, SYMPATHETIC TEACHERS WHO ARE CAPABLE OF MAINTAINING A HIGHLY STRUCTURED ATMOSPHERE ARE REQUIRED. THE PROGRAMS FOR APHASIC AND BRAIN-INJURED CHILDREN DIFFER. THE STRUCTURED PROGRAM FOR THE APHASIC CHILD IS CONSTRUCTED AROUND SPEECH AND LANGUAGE, WHEREAS THE CLASSROOM TEACHING MATERIALS AND CURRICULUM FOR THE BRAIN-INJURED CHILD ARE DESIGNED TO AID EGO DEVELOPMENT. THE AUTHOR FEELS THAT PSYCHOTHERAPY IS FREQUENTLY NEEDED FOR THE BRAIN-INJURED CHILD BUT SELDOM FOR THE APHASIC CHILD. PUBLIC PRESSURE TO CARE FOR THESE CHILDREN IS BEING FELT. FOUR CASE HISTORIES AND A 35-ITEM BIBLIOGRAPHY ARE INCLUDED. THIS DOCUMENT WAS PUBLISHED BY THE LIVINGSTON PUBLISHING COMPANY, HARBERTH, PENNSYLVANIA, 128 PAGES, \$2.00. (MW)

ED 012 140

EC 000 526

THE IDENTIFICATION OF KINDERGARTEN CHILDREN LEAST LIKELY TO SHOW SPONTANEOUS IMPROVEMENT IN SPEECH SOUND ARTICULATION.

BY- TEMPLIN, MILDRED C.

MINNESOTA UNIV., MINNEAPOLIS, INST. OF CHILD DEV.

PUB DATE MAR 67

CONTRACT OEC-SAE-8532

EDRS PRICE MF-\$0.18 HC-\$3.36 84P.

DESCRIPTORS- *ARTICULATION (SPEECH), *IDENTIFICATION, *KINDERGARTEN CHILDREN, *PREDICTIVE ABILITY (TESTING), *SPEECH HANDICAPS, CHILDREN, DIAGNOSTIC TESTS (EDUCATION), IDENTIFICATION TESTS, KINDERGARTEN, MINNEAPOLIS, PREDICTION, SCREENING TESTS, SPEECH HANDICAPPED, SPEECH THERAPY,

AN ATTEMPT WAS MADE TO DETERMINE WHETHER THE MEASURED ARTICULATION PERFORMANCE OF KINDERGARTEN CHILDREN COULD PREDICT WHICH CHILDREN WOULD DEVELOP SATISFACTORY ARTICULATION AND WHICH CHILDREN WOULD CONTINUE TO MISARTICULATE AND NEED SPEECH THERAPY BY THE SECOND GRADE. IN 1960, 2,190 PREKINDERGARTEN AND KINDERGARTEN CHILDREN WERE GIVEN A PICTURE ARTICULATION TEST AND AN IMITATION ARTICULATION TEST. IN 1962, THE CHILDREN WERE TESTED WITH AN IMITATION ARTICULATION TEST, THE SPENCER ARTICULATION TEST, AND AN INTELLIGIBILITY RATING. FOR EACH OF THESE TESTS A CUTOFF SCORE WAS SET TO IDENTIFY APPROXIMATELY THE SAME PERCENTAGE OF CHILDREN FROM THE TEST GROUP AS WERE RECEIVING SPEECH THERAPY IN ELEMENTARY SCHOOLS. RESULTS SHOWED THE PERCENTAGE OF GIRLS IDENTIFIED BY ALL THREE TESTS WAS SMALLER THAN THE PERCENTAGE OF BOYS. THE 1962 IMITATION ARTICULATION TEST PREDICTION WAS SATISFACTORY FOR BOYS AND GIRLS, BUT SOMEWHAT BETTER FOR GIRLS. THE 1962 SPENCER ARTICULATION TEST PREDICTION WAS SATISFACTORY FOR BOYS AND GIRLS, BUT GENERALLY BETTER FOR THE BOYS. PREDICTION ON THE 1962 INTELLIGIBILITY RATING WAS NOT SATISFACTORY. THE HYPOTHESIS WAS NOT SUPPORTED THAT FEWER CHILDREN SCORING INCONSISTENTLY ON THE 1960 TESTS WOULD NEED SPEECH THERAPY IN 1962 THAN CHILDREN WHO SCORED CONSISTENTLY IN 1960. INCLUDED ARE 24 REFERENCES. (NY)

ED 012 141

EC 000 541

THE DEVELOPMENT AND EVALUATION OF THREE TYPES OF PHYSICAL EDUCATION PROGRAMS FOR EDUCABLE MENTALLY RETARDED BOYS. FINAL REPORT.

BY- COHEN, ROYAL L.

BOSTON UNIV., MASS., SCH. OF EDUCATION

REPORT NUMBER BR-6-8054

PUB DATE 5 JAN 67

GRANT OEG-32-31-0130-6020

EDRS PRICE MF-\$0.36 HC-\$10.56 264P.

DESCRIPTORS- *ATHLETICS, *EDUCABLE MENTALLY HANDICAPPED, *PHYSICAL EDUCATION, *PSYCHOMOTOR SKILLS, *AFTER YOUTH FITNESS BATTERY, ADOLESCENTS, BOSTON, CHILDREN, COWELL SOCIAL ADJUSTMENT INDEX, LATCHAM MOTOR ACHIEVEMENT TEST, MALES, PHYSICAL FITNESS, SOCIAL ADJUSTMENT, WAVERLY, WRENTHAM,

THREE PHYSICAL EDUCATION PROGRAMS, SKILL-ORIENTED, PLAY-ORIENTED, AND FREE-PLAY ORIENTED WERE DEVELOPED. THESE PROGRAMS WERE EXAMINED, INITIALLY, BY SEVEN EXPERTS AND THEN SUBJECTED TO A PILOT STUDY. THE REVISED PROGRAMS WERE TAUGHT BY RESEARCH ASSISTANTS TO SIX EXPERIMENTAL GROUPS WHICH INCLUDED 82 BOYS AT TWO STATE SCHOOLS FOR THE MENTALLY RETARDED. THE INSTRUCTIONAL PERIOD WAS 39 CLASS HOURS (13 WEEKS) IN DURATION, EXCLUSIVE OF TIME TAKEN FOR PURPOSES OF EVALUATION. THE PROGRAMS WERE EVALUATED ON THE BASIS OF PRETESTS AND POST-TESTS WHICH ASCERTAINED ACHIEVEMENT LEVELS IN ITEMS RELATING TO PHYSICAL FITNESS, MOTOR ABILITY, AND SOCIAL ADJUSTMENT. MAJOR CONCLUSIONS WERE THAT (1) THE SKILL-ORIENTED GROUPS AT BOTH SCHOOLS INDICATED SIGNIFICANT IMPROVEMENT IN A GREATER NUMBER OF TEST ITEMS THAN DID THE OTHERS, (2) THESE SAME TWO GROUPS INDICATED A MORE UNIFORM IMPROVEMENT IN MOTOR ABILITY ITEMS, (3) THE SKILL-ORIENTED GROUP AT ONE SCHOOL INDICATED SIGNIFICANTLY BETTER PERFORMANCES THAN THE OTHER GROUPS AT THAT SCHOOL IN THE PULL-UPS AND VOLLEYBALL WALL VOLLEY, AND (4) BOTH THE SKILL-ORIENTED AND FREE-PLAY GROUPS AT THIS SCHOOL WERE SIGNIFICANTLY BETTER THAN THE PLAY-ORIENTED GROUP IN THE BASKETBALL WALL PASS. A MAJOR RECOMMENDATION WAS THAT A SKILL-ORIENTED PHYSICAL EDUCATION PROGRAM, SIMILAR TO THE ONE DEVELOPED IN THIS STUDY, BE UTILIZED FOR EDUCABLE MENTALLY RETARDED BOYS.

ED 012 142

EC 000 562

TEACHER'S GUIDE FOR THE TRAINABLE PROGRAM.

BALTIMORE CITY PUBLIC SCHOOLS, MD.

PUB DATE 64

EDRS PRICE MF-\$0.18 HC-\$3.24 81P.

DESCRIPTORS- *CURRICULUM GUIDES, *SPECIAL EDUCATION, *TEACHING GUIDES, *TRAINABLE MENTALLY HANDICAPPED, BALTIMORE, ELEMENTARY GRADES, RECORDS (FORMS), SCHEDULING, UNITS OF STUDY (SUBJECT FIELDS),

THE TRAINABLE PROGRAM IS DISCUSSED IN TERMS OF CONTENT, SCHEDULING, PLANNING, AND RECORDS. PROGRAM CONTENT IS OUTLINED UNDER THE MAIN CATEGORIES OF BASIC HABITS AND ATTITUDES, CLASSROOM ACTIVITIES, SENSE TRAINING ACTIVITIES, SOCIAL LIVING ACTIVITIES, HEALTH-SAFETY-SCIENCE, MUSIC ACTIVITIES, AND HANDICRAFT ACTIVITIES. SCHEDULING A DAILY PROGRAM IS DISCUSSED AND A SAMPLE DAILY SCHEDULE IS PROVIDED. TYPES OF PLANS AND PLANBOOKS ARE ANALYZED. SIX SAMPLE UNITS ARE OUTLINED BY CONTENT AND ILLUSTRATIVE ACTIVITIES--(1)

MYSELF, (2) WORKING WITH OTHERS - MYSELF IN THE GROUP, (3) UNDERSTANDING THE SCHOOL ENVIRONMENT, (4) UNDERSTANDING THE HOME ENVIRONMENT, (5) UNDERSTANDING COMMUNITY SERVICES AND FACILITIES, AND (6) HOLIDAYS. INFORMATION IS ALSO PROVIDED ON ANECDOTAL RECORDS, PARENTAL CONFERENCES, PROGRESS REPORTS, AND YEARLY PUPIL DEVELOPMENT SUMMARIES. (C6)

ED 012 143

FL 000 021

RECENT DEVELOPMENTS IN THE PREPARATION OF COLLEGE TEACHERS IN THE WAKE OF THE MACALLISTER REPORT.

BY- MACALLISTER, ARCHIBALD

PUB DATE DEC 65

EDRS PRICE MF-\$0.09 HC-\$0.36 9P.

DESCRIPTORS- *COLLEGE LANGUAGE PROGRAMS, *COLLEGE TEACHERS, *MODERN LANGUAGES, *TEACHER EDUCATION, *TEACHER QUALIFICATIONS, DOCTORAL PROGRAMS, INSTITUTES (TRAINING PROGRAMS), MACALLISTER REPORT, METHODS COURSES, SAN FRANCISCO, TEACHER IMPROVEMENT,

THE SPEECH SUMMARIZES THE REACTIONS OF THE MACALLISTER REPORT, "THE PREPARATION OF COLLEGE TEACHERS OF MODERN LANGUAGES," A 1963 STUDY SPONSORED BY THE MODERN LANGUAGE ASSOCIATION AND FUNDED BY THE U.S. OFFICE OF EDUCATION. DISCUSSED ARE THE VIEWS OF CRITICS WHO THOUGHT THE REPORT WENT TOO FAR IN ITS SUGGESTED REFORMS, PROGRAMS, AND INNOVATIONS AND THOSE WHO THOUGHT IT DID NOT ADVOCATE ENOUGH. IN ADDITION, A SUMMARY IS GIVEN OF THE POSITIVE RESULTS THAT WERE PRODUCED DIRECTLY OR INDIRECTLY BY THE REPORT, INCLUDING CONFERENCES ON TEACHER QUALIFICATIONS AND SEMINARS DEALING WITH THE PREPARATION OF COLLEGE TEACHERS AND COLLEGE TRAINERS OF TEACHERS. THIS SPEECH WAS DELIVERED AT THE STATEWIDE BIENNIAL CONFERENCE OF THE CCFLTA (4TH, SAN FRANCISCO, NOVEMBER 6, 1965) AND WAS PUBLISHED IN THE "FOREIGN LANGUAGE NEWSLETTER OF CALIFORNIA," DECEMBER 1965. (AM)

ED 012 144

FL 000 023

FOREIGN LANGUAGE CURRICULUM REPORT, SUMMARY OF RECOMMENDATIONS AND IMPLICATIONS.

BY- RYDER, FRANK G. AND OTHERS

PUB DATE 23 MAY 64

EDRS PRICE MF-\$0.09 HC-\$1.04 46P.

DESCRIPTORS- *LANGUAGE PROGRAMS, *MODERN LANGUAGES, *PROGRAM IMPROVEMENT, *SECONDARY SCHOOLS, *TEACHER EDUCATION CURRICULUM, CURRICULUM DEVELOPMENT, GROUPING (INSTRUCTIONAL PURPOSES), INDIANA, INDIANA UNIVERSITY, LANGUAGE LEARNING LEVELS,

DESIGNED SPECIFICALLY AS A SET OF GUIDELINES FOR THE UNIVERSITY SCHOOL OF INDIANA UNIVERSITY AND OTHER SCHOOLS IN THE STATE INTERESTED IN PROGRAM DEVELOPMENT, THIS COMMITTEE REPORT CONTAINS PRINCIPLES AND RECOMMENDATIONS FOR IMPROVING FOREIGN LANGUAGE CURRICULUMS AND TEACHER TRAINING. MAJOR SECTIONS IN PART I DEAL WITH THE GOALS OF FOREIGN LANGUAGE LEARNING, APPROACHES TO INSTRUCTION, GROUPING PRACTICES WITHIN A VARIED-LEVEL SEQUENCE, EXPERIMENTAL PROGRAMS, ADVANCED PLACEMENT PROGRAMS, INSTRUCTIONAL MATERIALS AND DEVICES, PROGRAM ADMINISTRATION, DEVELOPMENT OF CONTINUITY AND LEVELS, AND FLES STUDY. PART II DISCUSSES RECOMMENDATIONS FOR IMPROVING TEACHER PREPARATION, PRACTICE TEACHING, AND CERTIFICATION PROCEDURES. (AM)

ED 012 145

FL 000 070

COMPARISON OF PERFORMANCE BY "FLES" PROGRAM STUDENTS AND REGULAR FRENCH III STUDENTS ON MODERN LANGUAGE ASSOCIATION TESTS.

BY- BREGA, EVELYN NEWELL, JOHN W.

PUB DATE DEC 65

EDRS PRICE MF-\$0.09 HC-\$0.32 8P.

DESCRIPTORS- *ACHIEVEMENT GAINS, *FLES, *LANGUAGE PROFICIENCY, *LANGUAGE RESEARCH, *SECONDARY SCHOOL STUDENTS, ACHIEVEMENT TESTS, FRENCH, LANGUAGE TESTS, LEXINGTON, MASSACHUSETTS, MLA COOPERATIVE FOREIGN LANGUAGE TESTS, MODERN LANGUAGES, SECOND LANGUAGE LEARNING,

THE EFFECT OF EXPOSURE TO FRENCH IN THE ELEMENTARY GRADES (FLES) ON LATER LANGUAGE PROFICIENCY AND PERFORMANCE IN FRENCH COURSES IN HIGH SCHOOL WAS EVALUATED. ONE GROUP OF 17 HAD BEEN GIVEN ABOUT 1 HOUR A WEEK OF AUDIOLINGUAL TRAINING BEGINNING IN GRADE 3. THE OTHER GROUP OF 15 BEGAN FRENCH IN GRADE 9. BOTH GROUPS WERE ADMINISTERED THE MLA COOPERATIVE FOREIGN LANGUAGE TEST (LEVEL M) WHICH SAMPLES ACHIEVEMENT IN SPEAKING, READING, WRITING, AND COMPREHENSION. THE FLES GROUP PERFORMED SIGNIFICANTLY BETTER ON ALL FOUR OF THE MLA TESTS. SINCE THE FLES TRAINING EMPHASIZES SPEAKING AND LISTENING, IT WAS NOT SURPRISING THAT THE FLES GROUP WAS SUPERIOR ON THESE TESTS. IT IS SIGNIFICANT THAT THE FLES GROUP WAS ALSO SUPERIOR ON TESTS OF READING AND WRITING, ALL OF WHICH LENDS SUPPORT TO THE VALUE OF FLES TRAINING ON LATER PERFORMANCE IN HIGH SCHOOL FRENCH. BECAUSE OF THE SMALL NUMBER OF SUBJECTS AND BECAUSE THE MEAN IQ FOR THE FLES GROUP (141) WAS SIGNIFICANTLY HIGHER THAN THE MEAN IQ FOR THE REGULAR GROUP (128), GENERALIZATION FROM THESE FINDINGS IS LIMITED. THIS PAPER WAS PRESENTED AT THE AMERICAN EDUCATIONAL RESEARCH ASSOCIATION CONVENTION (FEBRUARY 1965) AND IS REPRINTED FROM "THE FRENCH REVIEW," VOLUME 39, NUMBER 3, DECEMBER 1965. (AUTHOR)

ED 012 146

FL 000 264

SITUATIONAL VOCABULARY.

BY- JONES, R. H.

PUB DATE SEP 66

EDRS PRICE MF-\$0.09 HC-\$0.52 13P.

DESCRIPTORS- *ASSOCIATIVE LEARNING, *INSTRUCTIONAL MATERIALS, *SECOND LANGUAGE LEARNING, *VOCABULARY DEVELOPMENT, *WORD FREQUENCY, TEACHING TECHNIQUES,

IT IS GENERALLY ADMITTED THAT THE VOCABULARY OF A FOREIGN LANGUAGE IS MORE EASILY LEARNED IF IT IS ORGANIZED IN COHERENT SEMANTIC GROUPS AROUND "SITUATIONS" OR "CENTERS OF INTEREST." WHAT IS NEEDED IS A LOGICAL AND NON-ARBITRARY TAXONOMY OF SITUATIONS. WE DISTINGUISH, FIRST, OPEN AND CLOSED SITUATIONS. CLOSED SITUATIONS (FOR EXAMPLE, DAYS OF THE WEEK) REPRESENT AN ANALYSIS OF REALITY THAT BEARS DEFINITE FEATURES RECOGNIZABLE BY ALL THE USERS OF A LANGUAGE. IN CONTRAST, AN OPEN SITUATION (FOR EXAMPLE, THE HOUSE) IS VIRTUALLY UNLIMITED, LACKS PRE-ESTABLISHED ORGANIZATION, AND VARIES FROM INDIVIDUAL TO INDIVIDUAL. WITHIN CLOSED SITUATIONS ONE DETECTS A FURTHER DICHOTOMY BETWEEN POSITIONED AND UNPOSITIONED FRAMES. THE MONTHS OF THE YEAR CONSTITUTE A SITUATION WITH A POSITIONED FRAME, SO THAT BY NAMING 1 MONTH WE KNOW EXACTLY WHAT MONTH FOLLOWS IT.

COLORS OFFER AN UNPOSITIONED FRAME, AS THEY ARE GENERALLY USED APART FROM ANY SET ORDER. IN PREPARING VOCABULARY FOR SITUATIONAL TEACHING, IT IS PROPER NOT ONLY TO ORGANIZE SUBJECTIVE "OPEN" SITUATIONS ACCORDING TO AGE AND INTEREST, BUT ALSO TO TAKE ADVANTAGE OF THE FACT OF CLOSED SITUATIONS IN THE EARLY STAGES OF LANGUAGE LEARNING. THIS ARTICLE WAS PUBLISHED IN THE "INTERNATIONAL REVIEW OF APPLIED LINGUISTICS IN LANGUAGE TEACHING," VOLUME 4, NUMBER 3, SEPTEMBER 1966. (AUTHOR)

ED 012 147

FL 000 266

A COMPARISON OF SYLLABLE LENGTH CONDITIONING AMONG LANGUAGES. BY- DELATTRE, PIERRE

PUB DATE SEP 66

EDRS PRICE MF-\$0.09 HC-\$0.80 20P.

DESCRIPTORS- *CONTRASTIVE LINGUISTICS, *LANGUAGE RESEARCH, *PHONETIC ANALYSIS, *PHONETIC STRESS, *STATISTICAL DATA, ENGLISH, FRENCH, GERMAN, SPANISH,

A COMPARISON OF ENGLISH, GERMAN, SPANISH, AND FRENCH SYLLABLE-LENGTH DATA SHOWS THAT THE EFFECT OF STRESS AND OF PLACE IN THE SENSE-GROUP VARIES MARKEDLY AMONG THESE LANGUAGES, WHEREAS THE EFFECT OF SYLLABLE TYPE (CLOSED/OPEN) HAS A NEARLY IDENTICAL RATIO IN ALL FOUR. AMONG THE THREE LANGUAGES WITH VARIABLE INTENSITY AND PLACE OF STRESS, THE DIFFERENCES OF LENGTH BETWEEN STRESSED AND UNSTRESSED SYLLABLES ARE ALWAYS THE WIDEST IN ENGLISH, AND THE NARROWEST IN SPANISH, WITH GERMAN INTERMEDIARY. THE SAME CAN BE SAID OF DIFFERENCES OF LENGTH BETWEEN FINAL AND NONFINAL SYLLABLES. VOWEL INTENSITY VARIATIONS CORRELATE WITH SYLLABLE LENGTH VARIATIONS IN ENGLISH, GERMAN, AND SPANISH, BUT NOT IN FRENCH, WHERE THE VOWEL OF A FINAL STRESSED SYLLABLE IS SOMEWHAT LESS INTENSE THAN THAT OF A NONFINAL UNSTRESSED ONE. IN THE THREE LANGUAGES WITH VARIABLE PLACE OF STRESS, FINAL UNSTRESSED SYLLABLES ARE, ON THE AVERAGE, AS LONG AS--BUT LESS LOUD THAN--NONFINAL STRESSED ONES. (STATISTICAL DATA ARE PRESENTED IN 18 TABLES AND ONE FIGURE.) THIS ARTICLE WAS PUBLISHED IN THE "INTERNATIONAL REVIEW OF APPLIED LINGUISTICS IN LANGUAGE TEACHING," VOLUME 4, NUMBER 3, SEPTEMBER 1966. (AUTHOR)

ED 012 148

FL 000 291

SOME THOUGHTS ON THE TEACHING AND LEARNING OF FOREIGN LANGUAGES IN THE 1975-85 PERIOD.

BY- MULLIGAN, JOHN J.

PUB DATE DEC 66

EDRS PRICE MF-\$0.09 HC-\$0.80 12P.

DESCRIPTORS- *COLLEGE LANGUAGE PROGRAMS, *CURRICULUM DEVELOPMENT, *MODERN LANGUAGE CURRICULUM, *SURVEYS, *TEACHER ATTITUDES, AUDIOVISUAL AIDS, COLLEGE STUDENTS, LANGUAGE LABORATORY EQUIPMENT, TEACHING METHODS,

APPROXIMATELY 80 AMERICAN FOREIGN LANGUAGE TEACHERS AND SPECIALISTS OFFERED THEIR OPINIONS AND PREDICTIONS OF WHAT THE STATE OF FOREIGN LANGUAGE LEARNING AND TEACHING WOULD BE LIKE IN THE COLLEGES IN THE 1975 TO 1985 PERIOD, PARTICULARLY IN TERMS OF THE ELEMENTARY AND INTERMEDIATE LEVELS, THE LANGUAGE LABORATORY AND ELECTRONICS, AND THE TEACHER. THEY AGREED THAT THE INCOMING COLLEGE FRESHMAN, WITH A BACKGROUND OF 4 TO 6 YEARS IN ONE FOREIGN LANGUAGE, WILL ENTER UPON THE

STUDY OF A SECOND FOREIGN LANGUAGE AIDED BY A LIVE TEACHER, APPLIED LINGUISTICS, AUDIOLINGUAL TEXTS, AND AN INDIVIDUALIZED, PROGRAMED, SELF-INSTRUCTION, SELF-LEARNING SERIES. HOWEVER, HE MAY INSTEAD CONTINUE WITH THE SAME LANGUAGE IN AN ADVANCED CONVERSATION, COMPOSITION, LITERATURE, AND CIVILIZATION PROGRAM, WITH A SOCIOLOGICAL-ANTHROPOLOGICAL APPROACH COMPETING WITH AESTHETIC-CENTERED LITERATURE COURSES. IN THE LANGUAGE LABORATORY, EACH BOOTH WITH A CENTRALIZED AUDIO-LINGUAL-VISUAL COLOR RECEIVER WILL BE AIDED BY COMPUTERIZED DEVICES, LIGHT SCOPES, DIAL SYSTEMS, POCKET-SIZED TV SETS, BATTERY TAPE RECORDERS, AND FILM. THE LANGUAGE AND RESIDENCE HOUSES ON CAMPUS WILL HAVE CLOSED CIRCUIT BROADCASTING. THE TEACHER HIMSELF, KNOWLEDGEABLE NOT ONLY IN LANGUAGE AND LITERATURE BUT ALSO IN APPLIED LINGUISTICS, WILL GENERATE PEDAGOGICAL PRINCIPLES AND SYSTEMS CONSENSURATE WITH ADVANCES IN THE WORLD OF ELECTRONICS. (AUTHOR)

ED 012 149

FL 000 290

NOTES ON SPANISH INTONATION.

BY- BERUNEN, ALFREDO

EDRS PRICE MF-\$0.09 HC-\$0.56 14P.

DESCRIPTORS- *CONTRASTIVE LINGUISTICS, *ENGLISH, *INTONATION, *LANGUAGE RESEARCH, *SPANISH, *DICTION, *LEARNING DIFFICULTIES, *LINGUISTIC PATTERNS, *SECOND LANGUAGE LEARNING, *SPEECH SKILLS,

A STUDY WAS MADE TO CONFIRM CERTAIN OBSERVATIONS ABOUT SPANISH INTONATION PATTERNS, ESPECIALLY THOSE THAT PRESENT A STRIKING CONTRAST WITH ENGLISH INTONATION PATTERNS. TWENTY-FIVE SPANISH SENTENCES ILLUSTRATING PARTICULAR INTONATION PATTERNS WERE PREPARED, AND 25 STUDENTS, WHO HAD HAD AN AVERAGE OF FOUR SEMESTERS IN SPANISH, RECORDED THEM. THE RESULTS OF THE EXPERIMENT NOT ONLY CONFIRMED THE INITIAL IDEAS ABOUT SPANISH INTONATION, BUT ALSO MADE IT POSSIBLE TO ARRANGE BY FREQUENCY THE PATTERNS THAT SEEMED TO BE LESS PERCEPTIBLE TO AMERICAN STUDENTS. THEY FAILED TO PERCEIVE, AND THEREFORE DID NOT STRESS, SUCH TONIC ELEMENTS AS THE FORMS OF "SER," INDEFINITE ARTICLES, THE IMPERSONAL "HAY," THE AUXILIARY IN PERFECT TENSES, SUBJECT PRONOUNS (ESPECIALLY THIRD PERSON), AND THE ADVERBS "NO," "YA," AND "MUY." ON THE OTHER HAND THEY SEEMED TO PERCEIVE AS TONIC SUCH ATONIC ELEMENTS AS THE FIRST OF TWO CONSECUTIVE CONJUNCTIVE PRONOUNS, THE ADJECTIVES "NUESTRO" AND "VUESTRO," "MI" AND "TU" IMPLYING CONTRAST, AND THE FIRST WORD IN SUCH PHRASES AS "EL QUE" AND "EL DE." (AUTHOR)

ED 012 150

FL 000 291

A MEMORY SCHEDULE.

BY- PINSLEUR, PAUL

PUB DATE FEB 67

EDRS PRICE MF-\$0.09 HC-\$0.80 5P.

DESCRIPTORS- *LEARNING THEORIES, *MODERN LANGUAGES, *RETENTION, *TEACHING TECHNIQUES, *VOCABULARY, COLUMBUS, *LANGUAGE RESEARCH, OHIO STATE UNIVERSITY, *PSYCHOLOGICAL STUDIES,

A POSSIBLE SOLUTION FOR PROBLEMS OF MEMORY IN FOREIGN LANGUAGE LEARNING IS THE "GRADUATED INTERVAL RECALL," A PROCEDURE FOR AIDING STUDENTS TO REMEMBER THE VOCABULARY AND

STRUCTURES THEY HAVE LEARNED. WHEN A NEW WORD IS LEARNED, THE PROCESS OF FORGETTING BEGINS AT ONCE AND PROCEEDS VERY RAPIDLY. IF THE STUDENT IS REMINDED OF THE WORD BEFORE HE HAS COMPLETELY FORGOTTEN IT, HIS CHANCES OF REMEMBERING WILL INCREASE. AFTER EACH SUCH RECALL, IT WILL TAKE HIM LONGER AND LONGER TO FORGET THE WORD AGAIN. THUS, A SMALL NUMBER OF RECALLS, IF PROPERLY SPACED, CAN BRING ABOUT RETENTION OVER A LONG PERIOD. THOUGH THE SAME SCHEDULE OF RECALL CANNOT BE USED FOR ALL STRUCTURES AND WORDS, IT IS POSSIBLE TO APPLY THE FINDINGS OF EXPERIMENTAL PSYCHOLOGY IN FORMULATING A BASIC SCHEDULE WHICH CAN THEN BE ADAPTED TO EACH CIRCUMSTANCE. THIS ARTICLE WAS PUBLISHED IN "MODERN LANGUAGE JOURNAL," VOLUME 51, NUMBER 2, FEBRUARY 1967. (AUTHOR)

ED 012 151

FL 000 301

SEMINAR ON FOREIGN LANGUAGE TEACHER PREPARATION FOR COLLEGE TEACHERS (DEPAUW UNIVERSITY, JUNE 15 TO JULY 10, 1964). FINAL REPORT.

BY- SMITH, GEORGE E. AND OTHERS
DEPAUW UNIV., GREENCASTLE, IND.
INDIANA UNIV., BLOOMINGTON

PUB DATE 64

EDRS PRICE MF-\$0.18 HC-\$3.08 TTP.

DESCRIPTORS- *COLLEGE TEACHERS, *FRENCH, *INSTITUTES (TRAINING PROGRAMS), *METHODS TEACHERS, *SPANISH, BLOOMINGTON, COLLEGE LANGUAGE PROGRAMS, FORD FOUNDATION, GREENCASTLE, INDIANA LANGUAGE PROGRAM, INSTRUCTIONAL MATERIALS, TEACHER EDUCATION, TEACHING TECHNIQUES,

IN A 4-WEEK SEMINAR SPONSORED BY THE INDIANA LANGUAGE PROGRAM AND DEPAUW UNIVERSITY, ADVANCED TRAINING IN NEW DEVELOPMENTS IN FOREIGN LANGUAGE INSTRUCTION AND TEACHER PREPARATION WAS PROVIDED FOR 25 INDIANA COLLEGE LANGUAGE TEACHERS OF FRENCH AND SPANISH WHOSE RESPONSIBILITIES IN THEIR HOME INSTITUTIONS INCLUDED SOME PHASE OF TEACHER PREPARATION. THE REPORT OF THAT SEMINAR GIVES INFORMATION ABOUT FACULTY, PARTICIPANTS, AND PROCEDURES. IT CONTAINS SUMMARIES AND ANALYSES OF ALL COURSES AND LECTURES, AND PRESENTS RECOMMENDATIONS ON TEACHING METHODS FOR LANGUAGE, LITERATURE, AND CULTURE, ON TESTING AND ARTICULATION, AND ON ORGANIZATIONAL MATTERS FROM THE ELEMENTARY LEVEL THROUGH FUTURE SEMINARS FOR COLLEGE TRAINERS OF TEACHERS. APPENDICES INCLUDE INFORMATION ON THE SEMINAR'S SCHEDULE, RESULTS OF A QUESTIONNAIRE ON LINGUISTICS DISTRIBUTED TO PARTICIPANTS, A COPY OF THE MLA'S RESOLUTIONS CONCERNING THE PROBLEMS OF TEACHER EDUCATION, AND A PROPOSED SURVEY COURSE FOR 30 YEAR COLLEGE SPANISH DETAILING CULTURAL INFLUENCES, AUTHORS, AND LITERARY WORKS FOR SPAIN AND SPANISH AMERICA. (6J)

ED 012 152

FL 000 309

THE LANGUAGE INSTRUCTOR AND TEACHING MACHINES.

BY- MUELLER, THEODORE

PUB DATE DEC 66

EDRS PRICE MF-\$0.09 HC-\$0.36 9P.

DESCRIPTORS- *AUTOINSTRUCTIONAL METHODS, *CONTRASTIVE LINGUISTICS, *MODERN LANGUAGES, *PROGRAMED INSTRUCTION, *TEACHING METHODS, FRENCH, PITTSBURGH, TEACHER ROLE, TEACHING MACHINES,

PROGRAMED LEARNING BASED ON CONTRASTIVE LINGUISTIC

ANALYSIS CAN BE USED TO OVERCOME THE PREDICTABLE ERRORS MADE BY STUDENTS LEARNING A SECOND LANGUAGE. THE PROGRAM, WITH A LEARNING SEQUENCE ARRANGED SO THAT STUDENTS WILL AVOID MAKING ERRORS, CAN PROVIDE PRACTICE IN THE MECHANICS OF THE LANGUAGE, BUT IT HAS LIMITATIONS, FOR A STUDENT CANNOT ENGAGE IN COMMUNICATION WITH A MACHINE. THE TEACHER MUST SUPPLY THE CONDITIONS AND SITUATIONS IN WHICH STUDENTS, IN SMALL GROUPS, CAN NOT ONLY APPLY WHAT THEY HAVE LEARNED IN THE PROGRAMED PHASE, BUT ALSO COMMUNICATE AND CONVERSE WITH OTHER SPEAKERS OF THE FOREIGN LANGUAGE. THIS PAPER WAS READ AT THE SPRING CONFERENCE OF THE PSMIA (UNIVERSITY OF PITTSBURGH, MAY 14, 1966) AND WAS PUBLISHED IN "THE BULLETIN OF THE PENNSYLVANIA STATE MODERN LANGUAGE ASSOCIATION," VOLUME 45, NUMBER 1, DECEMBER 1966. (AM)

ED 012 153

FL 000 315

TRY "CUSTOM FRENCH" - WE DID.

BY- EVERETT, AARON B.

PUB DATE JAN 67

EDRS PRICE MF-\$0.09 HC-\$0.24 8P.

DESCRIPTORS- *COLLEGE LANGUAGE PROGRAMS, *FRENCH, *INDIVIDUALIZED PROGRAMS, *INSTRUCTIONAL FILMS, *LANGUAGE LABORATORY USE, ANTIOCH COLLEGE, AUDIOLINGUAL SKILLS, AUDIOVISUAL AIDS, CURRICULUM DEVELOPMENT, SMALL GROUP INSTRUCTION,

TO CIRCUMVENT LARGE ENROLLMENTS AND A TEACHER SHORTAGE, UTILIZE MODERN EQUIPMENT, AND STILL RETAIN PERSONAL CONTACT WITH INDIVIDUAL STUDENTS, INSTRUCTORS AT ANTIOCH COLLEGE DESIGNED A NEW PROGRAM FOR FRENCH I, II, AND III CLASSES. THE CORE OF THE COURSE WAS A SET OF 39 FILMS WITH SCRIPTS WHICH SERVED AS A BASIS FOR CONVERSATIONS. ALL STUDENTS FROM THE THREE COURSES MET TOGETHER TO VIEW THE FILMS AND SLIDES, SING POPULAR SONGS, AND PARTICIPATE IN GROUP GRAMMAR PATTERN DRILLS. A SYLLABUS OUTLINED MINIMUM READING REQUIREMENTS FOR EACH LEVEL. INDIVIDUAL ORAL WORK OCCURRED IN SMALL CONVERSATION GROUPS SUPERVISED BY FACULTY MEMBERS ASSISTED BY UPPERCLASS STUDENTS WHO HAD SPENT A YEAR IN FRANCE. BECAUSE EACH STUDENT IN THE EXPERIMENTAL COURSE WAS PERMITTED TO PROCEED AT HIS OWN PACE AND ACTUALLY DEVISE HIS OWN COURSE BASED ON HIS INTEREST, ABILITY, AND MOTIVATION, STUDENTS WERE FREE TO CHANGE CONVERSATION GROUPS AS THEY PROGRESSED AND WERE ENCOURAGED TO DISCUSS SPECIFIC PROBLEMS IN PRIVATE CONFERENCE WITH AN INSTRUCTOR. COLLEGE ENTRANCE EXAMINATION BOARD TESTS WERE USED TO MEASURE ACHIEVEMENT, WHICH PROVED EQUAL TO OR BETTER THAN THAT OF TRADITIONALLY TAUGHT CLASSES, WHILE THE NEW APPROACH GENERATED MUCH STUDENT INTEREST IN FOREIGN LANGUAGE STUDY. REFER TO FL 000 309 FOR THE SYLLABUS OF THE COURSE. THIS ARTICLE WAS PUBLISHED IN "THE TENNESSEE TEACHER," JANUARY 1967. (6J)

ED 012 154

FL 000 321

TESTS WITH A NEW LOOK AND A NEW PURPOSE--THE MLA COOPERATIVE FOREIGN LANGUAGE TESTS.

BY- BRYAN, MIRIAM M.

NATIONAL EDUCATION ASSN., WASHINGTON, D.C.

PUB DATE DEC 66

EDRS PRICE MF-\$0.09 HC-\$0.28 7P.

DESCRIPTORS- *LANGUAGE PROFICIENCY, *LANGUAGE TESTS, *MODERN LANGUAGES, *STANDARDIZED TESTS, *TEST CONSTRUCTION,

AUDIOLINGUAL SKILLS, COOPERATIVE FOREIGN LANGUAGE TESTS, DISTRICT OF COLUMBIA, EDUCATIONAL TESTING SERVICE, MLA, MODERN LANGUAGE ASSOCIATION, NDEA TITLE VI, PRINCETON, READING SKILLS, WRITING SKILLS,

UNDER TITLE VI OF THE NATIONAL DEFENSE EDUCATION ACT THE MODERN LANGUAGE ASSOCIATION OF AMERICA (MLA) UNDERTOOK IN 1960 TO PREPARE A SERIES OF TESTS IN FRENCH, GERMAN, ITALIAN, RUSSIAN, AND SPANISH FOR USE OF TWO LEVELS--(1) AFTER THE 2D YEAR OF HIGH SCHOOL LANGUAGE STUDY, OR THE SECOND SEMESTER IN COLLEGE, AND (2) AFTER THE 4TH YEAR OF HIGH SCHOOL LANGUAGE STUDY OR THE FOURTH SEMESTER IN COLLEGE. SUPERVISION OF THE PROJECT WAS ENTRUSTED TO OUTSTANDING FOREIGN LANGUAGE TEACHERS, WHO WORKED INITIALLY IN COOPERATION WITH THE EDUCATIONAL TESTING SERVICE (ETS) IN PRINCETON. THE 20 COMMITTEES FORMED PRODUCED A BATTERY OF TESTS, PRE-PRETESTED AS WELL AS PRETESTED, WHICH MEASURE LISTENING, SPEAKING, READING, AND WRITING PROFICIENCY IN EACH OF THE FIVE LANGUAGES. ALTHOUGH THE SCORING SERVICES OF THE MLA-ETS ARE AVAILABLE, DETAILED INSTRUCTIONS FOR SCORING ACCOMPANY EACH TEST IN ORDER TO ELIMINATE SUCH EXPENSE. THE RESULTS SUGGEST THAT--(1) THE TESTS ARE OF SUITABLY GREATER THAN MIDDLE DIFFICULTY, (2) THE PROGRESSION FROM LEVEL TO LEVEL IS WELL PLANNED, (3) STUDENTS IN TRADITIONAL COURSES SHOW SOME, BUT NOT MARKED, SUPERIORITY IN READING AND WRITING, AND (4) WHILE STUDENTS WITH 2 YEARS OF A LANGUAGE IN HIGH SCHOOL DO ABOUT AS WELL AS THOSE WITH 1 YEAR OF COLLEGE, THOSE WITH 4 YEARS IN HIGH SCHOOL DO SLIGHTLY BETTER THAN THOSE WITH 2 YEARS IN COLLEGE. THIS ARTICLE WAS PUBLISHED IN "THE DFL BULLETIN," VOLUME 6, NUMBER 2, DECEMBER 1960. (6J)

ED 012 155

FL 000 329

NDEA INSTITUTE FOR THE ADVANCED STUDY OF FRENCH LITERATURE AND CULTURE (UNIVERSITY OF MICHIGAN, JUNE 13 TO JULY 23, 1966). FINAL TECHNICAL REPORT.
BY- CARDUNER, JEAN R.

PUB DATE 66

EDRS PRICE MF-\$0.09 HC-\$2.12 53P.

DESCRIPTORS- *FRENCH, *INSTITUTES (TRAINING PROGRAMS), *LITERATURE, *SECONDARY SCHOOL TEACHERS, *TEACHING TECHNIQUES, ADVANCED PLACEMENT PROGRAM, ANN ARBOR, FOREIGN CULTURE, MICROTEACHING, NDEA LANGUAGE INSTITUTES, STUDENT TEACHING, VIDEO TAPE RECORDINGS,

THE INSTITUTE PROGRAM OF ADVANCED TRAINING IN LITERATURE AND CULTURE IN TECHNIQUES FOR PRESENTING THEM IN ADVANCED FRENCH CLASSES IN HIGH SCHOOL IS SUMMARIZED. EMPHASIZING THE UNIQUE FEATURE OF THE INSTITUTE, WHICH WAS THE VIDEOTAPING OF THE MICROTEACHING PERFORMED BY THE PARTICIPANTS WITH FOLLOWUP STUDY AND CRITIQUE OF THE TAPED PERFORMANCE, THE REPORT DESCRIBES COURSES IN PEDAGOGY, LITERATURE, STYLISTICS, AND CIVILIZATION. INCLUDED TOO ARE DESCRIPTIONS OF LECTURES AND EXTRACURRICULAR ACTIVITIES AVAILABLE TO PARTICIPANTS, LISTS OF STAFF AND PARTICIPANTS, CLASS SCHEDULES, AND A SUMMARY OF A PARTICIPANTS' OPINION POLL. (AH)

ED 012 156

FL 000 351

WHAT RESEARCH TELLS US ABOUT THE EFFECTS OF FLES.
BY- DONOGHUE, MILDRED R.

PUB DATE SEP 66

EDRS PRICE MF-\$0.09 HC-\$0.24 6P.

DESCRIPTORS- *ACADEMIC ACHIEVEMENT, *FLES, *LANGUAGE RESEARCH, *SECOND LANGUAGE LEARNING, *STUDENTS, STUDENT ATTITUDES,

PROJECTS CONDUCTED IN A SAMPLING OF ELEMENTARY SCHOOLS HAVE PROVIDED A POSITIVE ANSWER TO THE CONCERNS OF MANY COMMUNITIES OVER THE VALUE OF FOREIGN LANGUAGE INSTRUCTION IN ELEMENTARY SCHOOLS (FLES). THE RESEARCH PROVED THAT (1) EVEN THOUGH TIME HAD BEEN TAKEN FROM OTHER SUBJECTS, AVERAGE FLES PUPILS GENERALLY PERFORMED AS WELL AS OR BETTER THAN NON-FLES PUPILS, (2) FLES STUDENTS, ENTERING HIGH SCHOOL LANGUAGE CLASSES AT A HIGHER LEVEL THAN OTHERS, PERFORMED BETTER IN ALL SUBJECTS, (3) SUPERIOR STUDENTS WHO RECEIVED SUPPLEMENTARY FLES INSTRUCTION AFTER SCHOOL HOURS BEHAVED IN A MORE MATURE SOCIAL AND EMOTIONAL MANNER THAN THE NON-FLES SUPERIOR STUDENTS, AND (4) FLES PUPILS TENDED TO HAVE POSITIVE ATTITUDES TOWARD THE PEOPLE WHOSE LANGUAGE THEY WERE STUDYING. THIS ARTICLE IS A REPRINT FROM "HISPANIA," VOLUME 40, NUMBER 3, SEPTEMBER 1965 AND IS ALSO AVAILABLE FROM THE MATERIALS CENTER, MODERN LANGUAGE ASSOCIATION, NEW YORK, NEW YORK. (6J)

ED 012 157

FL 000 357

EVALUATIVE CRITERIA FOR MODERN FOREIGN LANGUAGE TEACHING.

BY- DUNON, DOROTHY BRISLEY, LEONARD
COLORADO STATE DEPT. OF EDUCATION, DENVER

PUB DATE JUN 64

EDRS PRICE MF-\$0.09 HC-\$1.36 34P.

DESCRIPTORS- *EVALUATION TECHNIQUES, *FLES, *MODERN LANGUAGES, *PROGRAM EVALUATION, *SECONDARY SCHOOLS, DENVER, EDUCATIONAL OBJECTIVES, LANGUAGE INSTRUCTION, LESSON OBSERVATION CRITERIA, MODERN LANGUAGE CURRICULUM, OREGON, SELF EVALUATION, SUPERVISORY METHODS, TEACHER EVALUATION,

A NEED FOR NEW CRITERIA AND PROCEDURES TO APPRAISE OBJECTIVELY THE COMPETENCIES AND TECHNIQUES OF TEACHERS OF MODERN FOREIGN LANGUAGES HAS RESULTED IN THIS HANDBOOK TO DESCRIBE WAYS OF OBSERVING VARIOUS FACTORS AND DETERMINING THE EFFECTIVENESS OF TEACHING PERFORMANCE. TAKEN INTO ACCOUNT ARE SUCH FACTORS AS THE TEACHER'S ACTIVITIES IN THE CLASSROOM, THE STUDENTS' REACTIONS, THE PHYSICAL CONDITIONS OF THE ENVIRONMENT, THE GENERAL NATURE OF THE CLASS, AND THE EFFECTIVENESS OF THE FOREIGN LANGUAGE PROGRAM. INCLUDED IN THE DOCUMENT ARE BASIC PREMISES ABOUT THE GOALS AND PRINCIPLES OF LANGUAGE TEACHING AND THE LANGUAGE CURRICULUM, AND DISCUSSIONS ABOUT EVALUATING LANGUAGE INSTRUCTION. PART TWO OF THE HANDBOOK DESCRIBES HOW THESE PREMISES WERE USED TO DEVELOP THE CRITERIA, AND GIVES INFORMATION ABOUT THEIR USE AND APPLICATION. PART THREE PRESENTS A SAMPLE OF THE CRITERIA CHECKLIST. APPENDIXES INCLUDE THE MODERN LANGUAGE ASSOCIATION'S QUALIFICATIONS FOR SECONDARY SCHOOL TEACHERS, A BRIEF OUTLINE OF A 10-YEAR FOREIGN LANGUAGE PROGRAM, A STATEMENT OF POLICY ABOUT FOREIGN LANGUAGES IN THE ELEMENTARY SCHOOL, AND A BIBLIOGRAPHY. (AS)

ED 012 158

FL 000 380

LANGUAGE LABORATORY RESEARCH STUDIES IN NEW YORK CITY HIGH SCHOOLS--A DISCUSSION OF THE PROGRAM AND THE FINDINGS.
BY- LORGE, SARAH W.

PUB DATE NOV 64

EDRS PRICE MF-\$0.09 HC-\$0.52 13P.

DESCRIPTORS- *LANGUAGE LABORATORY USE, *LANGUAGE RESEARCH, *MODERN LANGUAGES, *SECONDARY SCHOOLS, *TEACHING TECHNIQUES, AUDIOACTIVE COMPARE LABORATORIES, AUDIOACTIVE LABORATORIES, LANGUAGE TESTS, LISTENING SKILLS, NEW YORK CITY, SPEECH SKILLS,

TO INVESTIGATE THE EFFECTS OF THE LANGUAGE LABORATORY ON FOREIGN LANGUAGE LEARNING, THE BUREAU OF AUDIO-VISUAL INSTRUCTION OF NEW YORK CITY CONDUCTED EXPERIMENTS IN 1ST-, 2D-, AND 3D-YEAR HIGH SCHOOL CLASSES. THE FIRST EXPERIMENT, WHICH COMPARED CONVENTIONALLY TAUGHT CLASSES WITH GROUPS HAVING SOME LABORATORY TEACHING, SHOWED THAT GROUPS WITH LABORATORY TRAINING SURPASSED THE NONLABORATORY GROUP IN SPECIFIC SKILLS AT CERTAIN LEVELS. THE SECOND EXPERIMENT DEALT SOLELY WITH LABORATORY GROUPS, WHICH DIFFERED, HOWEVER, IN THE TYPE OF EQUIPMENT USED AND THE TIME ALLOTTED TO LABORATORY PRACTICE. GROUPS HAVING DAILY PRACTICE WITH RECORDING-PLAYBACK EQUIPMENT MADE GREATER GAINS IN SPEECH AND LISTENING COMPREHENSION THAN THOSE HAVING LESS FREQUENT LABORATORY SESSIONS OR USING AUDIOACTIVE EQUIPMENT. PRONUNCIATION MATERIALS SEEMED MORE EFFECTIVE IN THE DEVELOPMENT OF FLUENCY AND INTONATION THAN "CONVERSATION" TAPES. PRIME FACTORS IN THE EFFECTIVENESS OF LABORATORY WORK WERE THE TEACHER'S ATTITUDE TOWARDS THE VALUE OF THE SESSIONS, HIS DEVELOPMENT OF NEW TECHNIQUES, AND HIS EASE IN HANDLING THE EQUIPMENT. SEVEN CHARTS TABULATE THE FINDINGS OF THE RESEARCH. THIS ARTICLE IS A REVISED FORM OF THE ADDRESS GIVEN AT THE ANNUAL CONVENTION OF THE DEPARTMENT OF AUDIO-VISUAL INSTRUCTION OF THE NATIONAL EDUCATION ASSOCIATION (ROCHESTER, APRIL 22, 1964) AND IS A REPRINT FROM "THE MODERN LANGUAGE JOURNAL," VOLUME 48, NUMBER 7, NOVEMBER 1964. (GJ)

ED 012 159

FL DDD 399

SYLLABUS FOR FRENCH I, II, III.. NEW PROGRAM.
BY- EVERETT, AARON B.
ANTIOCH COLL., YELLOW SPRINGS, OHIO

EDRS PRICE MF-\$0.09 HC-\$0.52 13P. PUB DATE 66

DESCRIPTORS- *COLLEGE LANGUAGE PROGRAMS, *FRENCH, *INDIVIDUALIZED PROGRAMS, *INSTRUCTIONAL FILMS, *LANGUAGE LABORATORY USE, ANTIOCH COLLEGE, AUDIOVISUAL AIDS, CURRICULUM DEVELOPMENT, CURRICULUM GUIDES, SMALL GROUP INSTRUCTION, YELLOW SPRINGS,

STUDENTS AT ANTIOCH COLLEGE WHO PARTICIPATED IN A NEW PROGRAM IN FRENCH I, II, AND III RECEIVED THIS COURSE SYLLABUS WHICH EXPLAINS THE OBJECTIVES, METHODS, SCHEDULE OF CLASS ACTIVITIES, AND MINIMUM REQUIREMENTS IN READING FOR EACH LEVEL. THE SYLLABUS EMPHASIZES THE UNIQUE ASPECT OF THE PROGRAM WHICH IS THE HIGHLY INDIVIDUALIZED INSTRUCTION, EACH STUDENT PROCEEDING THROUGH THE COURSE AT HIS OWN PACE ACCORDING TO HIS OWN ABILITY AND MOTIVATION. THE SYLLABUS ANNOUNCES THE FILMS, SLIDES, TAPES, POPULAR SONGS, PATTERN DRILLS, AND INDIVIDUAL CONFERENCES THAT CONSTITUTE THE MATERIALS OF THE COURSE. REFER TO FL DDD 315 FOR A DESCRIPTION OF THE PROGRESS AND RESULTS OF THE NEW COURSE. (AS)

ED 012 160

FL DDD 439

MODERN FOREIGN LANGUAGES, A FOUR-YEAR PROGRAM (GRADES 9-12).
BY- LADU, TORA T. AND OTHERS
NORTH CAROLINA STATE BOARD OF EDUCATION, RALEIGH
EDRS PRICE MF-\$0.10 HC-\$3.20 82P. PUB DATE JUL 62

DESCRIPTORS- *COURSE CONTENT, *LANGUAGE GUIDES, *MODERN LANGUAGES, *SECONDARY SCHOOLS, *STATE CURRICULUM GUIDES, COURSE OBJECTIVES, FRENCH, GERMAN, LANGUAGE PROGRAMS, RALEIGH, SPANISH, TEACHING TECHNIQUES,

BASED ON AN AUDIOLINGUAL APPROACH TO THE TEACHING OF FOREIGN LANGUAGES, THIS CURRICULUM GUIDE OUTLINES GOALS, METHODS, AND MATERIALS FOR SECONDARY SCHOOL TEACHERS OF SPANISH, FRENCH, AND GERMAN. ONE-THIRD OF THE GUIDE OUTLINES GENERAL PRINCIPLES TO ASSIST THE TEACHER IN MOST PHASES OF LANGUAGE INSTRUCTION. THE REMAINDER OF THE BOOK OFFERS STATEMENTS OF THE MINIMAL ESSENTIALS IN THE THREE LANGUAGES FOR EACH LEVEL OF INSTRUCTION IN A 4-YEAR SEQUENCE. SUGGESTIONS FOR TEACHING PRONUNCIATION, SPEAKING, VOCABULARY, STRUCTURES, READING, WRITING, AND CULTURE ARE INCLUDED. (OC)

ED 012 161

FL DDD 454

CRITERIA FOR SELECTING PROGRAMS OF FOREIGN STUDY AND TRAVEL ABROAD FOR HIGH SCHOOL STUDENTS OF THE STATE OF DELAWARE.
BY- CALDWELL, GENELLE AND OTHERS
DELAWARE STATE DEPT. OF PUB. INSTRUCTION, DOVER
EDRS PRICE MF-\$0.09 HC-\$0.92 23P. PUB DATE SEP 66

DESCRIPTORS- *LANGUAGE PROGRAMS, *SECONDARY SCHOOL STUDENTS, *STANDARDS, *STUDENT EXCHANGE PROGRAMS, *STUDY ABROAD, DOVER, SELECTION,

THE EXPANSION IN SOME SCHOOLS OF FOREIGN LANGUAGE CURRICULUMS WHICH INCLUDE SOME EXPERIENCE ABROAD BROUGHT ABOUT A COMPILATION OF CRITERIA TO HELP SCHOOLS EITHER ASSESS THE WORTH OF COMMERCIAL PROGRAMS OR ORGANIZE PROGRAMS OF THEIR OWN. IN ADDITION TO AN OVERALL EVALUATION OF A STUDY AND TRAVEL PROGRAM, CRITERIA FOR SELECTING STUDENTS AND CHAPERONES AND FOR JUDGING STUDENT HOUSING ARE GIVEN. ATTACHED ARE BRIEF ACCOUNTS OF EXCHANGE PROGRAMS ORGANIZED BY SCHOOL DISTRICTS IN THE STATE OF DELAWARE, THE TWIN-CITY PROGRAM BETWEEN NEWARK AND LA GARDE-FREINET, FRANCE, AND THE GUNNING BEDFORD EXCHANGE PROGRAM WITH MEXICO CITY. ORGANIZATIONS OFFERING TRAVEL PROGRAMS AND PUBLICATIONS DEALING WITH THE SUBJECT ARE LISTED IN THE APPENDIX. (GC)

ED 012 162

FL DDD 455

FOREIGN LANGUAGE IN ELEMENTARY SCHOOLS.
BY- FISHBACK, WOODSON W. AND OTHERS
ILLINOIS STATE OFF. SUPT. PUB. INSTR., SPRINGFIELD
REPORT NUMBER BULL-C-10
EDRS PRICE MF-\$0.10 HC-\$2.60 65P. PUB DATE 64

DESCRIPTORS- *COURSE OBJECTIVES, *FILES GUIDES, *FILES PROGRAMS, *STATE CURRICULUM GUIDES, *TEACHING TECHNIQUES, ELEMENTARY SCHOOLS, FRENCH, GERMAN, SPANISH, SPRINGFIELD,

DESIGNED FOR TEACHERS, ADMINISTRATORS, AND SUPERVISORS, THIS BULLETIN PROVIDES GENERAL AND SPECIFIC GUIDELINES FOR

ESTABLISHING AND CONDUCTING A FLES PROGRAM. IT DISCUSSES TEACHING TECHNIQUES AND AIDS, CONSIDERATIONS IN INTRODUCING READING AND WRITING, SELF-EVALUATION CRITERIA FOR TEACHERS, AND TOPICS APPROPRIATE AT EACH GRADE LEVEL (K-8). THE SECOND HALF OF THE GUIDE CONSISTS OF SAMPLE TEACHING UNITS FOR GERMAN IN KINDERGARTEN AND GRADES 2 AND 4, AND A MODEL UNIT FOR USING PATTERN DRILLS AND DEVELOPING READING SKILLS. INCLUDED ALSO ARE RESOURCE LISTS FOR TEACHING FRENCH, GERMAN, AND SPANISH. (AM)

ED 012 163

FL 000 457

LATIN CURRICULUM GUIDE.

BY- LADU, TORA T. AND OTHERS

NORTH CAROLINA STATE DEPT., OF PUBLIC INSTR., RALEIGH

REPORT NUMBER NCSDPI-396

PUB DATE JUN 66

EDRS PRICE MF-\$0.09 HC-\$1.68 42P.

DESCRIPTORS- *CURRICULUM DEVELOPMENT, *LANGUAGE GUIDES, *LATIN, *SECONDARY SCHOOLS, *STATE CURRICULUM GUIDES, COURSE OBJECTIVES, RALEIGH, TEACHING TECHNIQUES,

OBJECTIVES, TEACHING TECHNIQUES, AND COURSE CONTENT FOR EACH YEAR OF A 4-YEAR PROGRAM OF LATIN INSTRUCTION ARE DISCUSSED IN THIS GUIDE FOR TEACHERS. EMPHASIS IS GIVEN TO THOSE ASPECTS OF THE TRADITIONAL PROGRAM WHICH MAY REQUIRE MODIFICATION IF THE NEWER GOALS IN LATIN INSTRUCTION ARE TO BE ACHIEVED. IN ADDITION TO SUGGESTIONS FOR TEACHING PRONUNCIATION, FORMS, SYNTAX, VOCABULARY, READING, AND WRITING, THE GUIDE CONTAINS PROPOSALS FOR USING ORAL AND WRITTEN TESTS TO EVALUATE LANGUAGE MASTERY, AND TAPE RECORDINGS TO PROVIDE PRACTICE IN ORAL READING, PRONUNCIATION, AND LANGUAGE USAGE. A BIBLIOGRAPHY INCLUDES BACKGROUND READINGS, PERIODICALS, COURSES OF STUDY, DICTIONARIES, WORKS ON WORD STUDY, AND AUDIOVISUAL AIDS. (AM)

ED 012 164

FL 000 471

FLES--IN SEARCH OF DISCIPLINE AND CONTENT.

BY- OLMO, FILMENA PELORD DEL OLMO, GUILLERMO DEL

PUB DATE MAR 67

EDRS PRICE MF-\$0.09 HC-\$0.20 5P.

DESCRIPTORS- *COURSE OBJECTIVES, *FLES PROGRAMS, *FLES TEACHERS, *PROGRAM DEVELOPMENT, *PROGRAM EVALUATION, COURSE CONTENT, TEACHER QUALIFICATIONS,

THE LACK OF UNIFORMITY IN TEACHING PRACTICES, COURSE CONTENT, MATERIALS, AND TEACHER PREPARATION HAS HAMPERED ACHIEVEMENT IN FLES PROGRAMS AND PRODUCED MANY UNSTABLE PROGRAMS. THERE IS AN URGENT NEED FOR OBJECTIVES TO BE CLEARLY DEFINED AND CRITERIA TO BE DEVELOPED FOR JUDGING THE EFFECTIVENESS OF SERIOUS FLES PROGRAMS. WITH PROPERLY SEQUENCED LINGUISTIC MATERIALS, EFFECTIVE METHODOLOGY, AND AN AWARENESS BY TEACHERS AND ADMINISTRATORS OF THE LEVEL OF ACHIEVEMENT WHICH SHOULD BE EXPECTED OF THE STUDENTS, CONSIDERABLE IMPROVEMENT COULD BE MADE. RESEARCH IS NEEDED TO AID IN DETERMINING THE AMOUNT OF LANGUAGE TO BE TAUGHT, PRODUCING MATERIALS AND ACHIEVEMENT TESTS, IDENTIFYING METHODS TO BE USED, DESCRIBING TEACHER QUALIFICATIONS, AND DELINEATING THE CONDITIONS THAT SHOULD BE PROVIDED BY THE ADMINISTRATION. IN ADDITION, THE PROFESSION MUST INVESTIGATE WAYS OF TRAINING FUTURE ELEMENTARY SCHOOL TEACHERS TO ASSUME SOME OF THE FLES TEACHING TASK. THIS ARTICLE WAS PUBLISHED IN

"THE DFL BULLETIN," VOLUME 6, NUMBER 3, MARCH 1967. (AM)

ED 012 165

FL 000 472

STUDENT TEACHING AND THE FSM FORCE A CHANGE.

BY- HUBBARD, LOUISE

NATIONAL EDUCATION ASSN., WASHINGTON, D.C.

PUB DATE MAR 67

EDRS PRICE MF-\$0.09 HC-\$0.20 7P.

DESCRIPTORS- *COLLEGE LANGUAGE PROGRAMS, *METHODS COURSES, *MODERN LANGUAGES, *PRESERVICE EDUCATION, *STUDENT TEACHING, COOPERATING TEACHERS, DISTRICT OF COLUMBIA, FUNDAMENTAL SKILLS METHODS, LANGUAGE PROFICIENCY, METHODS TEACHERS, TEACHER EDUCATION CURRICULUM, TEACHER QUALIFICATIONS, TEACHING METHODS,

THE TRAINING OF FOREIGN LANGUAGE TEACHERS HAS FAILED TO KEEP PACE WITH THE CHANGE FROM TRADITIONAL TO MODERN METHODS OF LANGUAGE INSTRUCTION IN THE SCHOOLS. TO MAKE COLLEGE PROFESSORS AWARE OF THE QUALIFICATIONS NOW NECESSARY FOR LANGUAGE TEACHERS AND THE NEED TO REDESIGN COLLEGE PROGRAMS, ATTENTION HAS BEEN CALLED TO THE RECENT PROGRESS THE PROFESSION HAS MADE IN DESCRIBING TEACHER QUALIFICATIONS, DEVELOPING PROFICIENCY TESTS, AND ESTABLISHING GUIDELINES FOR TEACHER EDUCATION PROGRAMS. AS A PART OF ANY PLAN TO DEVELOP A MORE REALISTIC PROGRAM, METHODS TEACHERS MUST ACCEPT THE NEW OBJECTIVES AND EMPHASES IN FOREIGN LANGUAGE TEACHING, BECOME PROFICIENT IN THE USE OF THE NEW METHODS AND MATERIALS, AND TRAIN STUDENT TEACHERS TO USE THE MATERIALS EFFECTIVELY. THIS ARTICLE WAS PUBLISHED IN "THE DFL BULLETIN," VOLUME 6, NUMBER 3, MARCH 1967. (AM)

ED 012 166

JC 660 029

AN EXPERIMENTAL PROGRAM FOR "LOW-ABILITY" STUDENTS. SECOND PROGRESS REPORT.

BY- YOUNG, EDWIN A.

LOS ANGELES CITY COLL., CALIF.

REPORT NUMBER COUNSELING CENTER STUDY-66-1 PUB DATE FEB 66

EDRS PRICE MF-\$0.10 HC-\$4.60 117P.

DESCRIPTORS- *DEVELOPMENTAL PROGRAMS, *EXPERIMENTAL PROGRAMS, *JUNIOR COLLEGES, *LOW ABILITY STUDENTS, *LOW ACHIEVERS, ABILITY IDENTIFICATION, COLLEGE ENTRANCE EXAMINATIONS, COUNSELING, EDUCATIONALLY DISADVANTAGED, GROUPING (INSTRUCTIONAL PURPOSES), KUDER, LOS ANGELES, MOONEY PROBLEM CHECK LIST, MOTIVATION, PROGRESSIVE MATRICES, REMEDIAL PROGRAMS, SCHOOL AND COLLEGE ABILITY TESTS, SPECIAL PROGRAMS, SRA VERBAL AND NONVERBAL FORMS, STUDENT CHARACTERISTICS, STUDY HABITS INVENTORY, TESTING, TESTS,

STUDENTS UNDER 22 YEARS OF AGE WITH SCHOOL AND COLLEGE ABILITY TESTS SCORES OF 39 OR LESS WERE ENROLLED IN A SPECIAL "BLOCK" PROGRAM OF ENGLISH, PSYCHOLOGY, AND SPEECH. OF 110 STUDENTS IN THE FALL OF 1964, 30 HAD A C AVERAGE OR ABOVE, 91 COMPLETED THE SEMESTER, AND 75 REENROLLED IN THE NEXT TERM. TESTS SHOWED THAT THEY WERE IN THE LOWEST QUARTILE OF THE GENERAL POPULATION IN VERBAL ABILITY AND THEIR NONVERBAL ABILITY WAS ABOUT NORMAL. THEIR JOB POTENTIAL WAS BELOW THE JUNIOR COLLEGE SEMI-PROFESSIONAL LEVEL. THEY READ AT ABOUT EIGHTH-GRADE LEVEL AND HAD MAJOR ADJUSTMENT PROBLEMS. AS COMPARED WITH A CONTROL GROUP, THE BLOCK CLASS APPROACH RESULTED IN A MORE FAVORABLE ATTITUDE TOWARD THE COLLEGE,

BETTER STUDENT RETENTION, AND A BETTER GPA. HOWEVER, GREAT VARIATIONS WERE NOTED IN THE GROUP. DETAILED RECOMMENDATIONS ARE GIVEN CONCERNING THE FUTURE NATURE OF THE PROGRAM. TABLES PRESENT DATA ON ABILITY, ACHIEVEMENT, STUDY HABITS, INTERESTS, AND ADJUSTMENT. A BIBLIOGRAPHY IS INCLUDED. (MO)

ED 012 167

JC 660 142

ADMINISTRATIVE PROCEDURES INVOLVED IN STIMULATING, DEVELOPING, AND IMPLEMENTING A CURRICULUM FOR LOW-ABILITY STUDENTS AT LOS ANGELES CITY COLLEGE.

BY- POWELL, HOPE M.
LOS ANGELES CITY COLL., CALIF.

EDRS PRICE MF-80.09 HC-81.24 31P.

PUB DATE JAN-66

DESCRIPTORS- *CURRICULUM, *EXPERIMENTAL CURRICULUM, *JUNIOR COLLEGES, *LOW ABILITY STUDENTS, *LOW ACHIEVERS, ACADEMIC ABILITY, CURRICULUM DEVELOPMENT, LOS ANGELES, OPEN ENROLLMENT, SCHOOL AND COLLEGE ABILITY TESTS,

CALIFORNIA'S "OPEN-DOOR" POLICY HAS LED TO AN INCREASE IN THE NUMBER OF LOW-ABILITY STUDENTS IN THE JUNIOR COLLEGES. IN SPRING, 1964, LOS ANGELES CITY COLLEGE BEGAN AN EXPERIMENTAL PROGRAM FOR 64 STUDENTS WHO SCORED BELOW THE 11TH PERCENTILE ON THE SCHOOL AND COLLEGE ABILITY TESTS. FACULTY VOLUNTEERED THEIR SERVICES, AND AN INTEGRATED PROGRAM OF INTRODUCTORY PSYCHOLOGY, REMEDIAL ENGLISH, AND SPEECH WAS IMPLEMENTED. THE RESULTS OF THE FIRST SEMESTER WERE NOT GREAT, BUT PROGRESS WAS EVIDENT AND IT WAS DECIDED TO CONTINUE THE EXPERIMENT IN FALL, 1964, WITH 100 STUDENTS. IN SUMMER, 1965, THE PROGRAM MOVED FROM THE EXPERIMENTAL TO THE OPERATIONAL PHASE. OTHER INSTRUCTORS ESTABLISHED COURSES IN THEIR DEPARTMENTS TO MEET THE NEEDS OF THESE STUDENTS. THE FOCUS OF THE PROGRAM WAS SHIFTED FROM REMEDIATION TO GENERAL EDUCATION. THOUGH PROGRESS HAS BEEN MADE IN RAISING THE READING LEVEL AND ACADEMIC ABILITY, IT WAS NOT ENOUGH TO ENABLE THE STUDENT TO MOVE INTO A REGULAR COLLEGE PROGRAM. PLANS HAVE BEEN MADE TO EXPAND THE PROGRAM FURTHER. (HS)

ED 012 168

JC 660 272

THE JUNIOR COLLEGE PROGRAM OF INSTRUCTION AND THE EMPLOYMENT EXPERIENCES OF GRADUATES.

BY- NATTESON, RICHARD V.
CALIFORNIA UNIV., BERKELEY, SCHOOL OF EDUC.
REPORT NUMBER CU-1968-2
EDRS PRICE MF-80.18 HC-82.80 70P.

PUB DATE APR 66

DESCRIPTORS- *EMPLOYMENT EXPERIENCE, *EMPLOYMENT PRACTICES, *FOLLOWUP STUDIES, *JUNIOR COLLEGES, *TERMINAL STUDENTS, *VOCATIONAL EDUCATION, BERKELEY, GRADUATE SURVEYS, VOCATIONAL COUNSELING,

THE CONTRIBUTION OF JUNIOR COLLEGES TO THE SUCCESS OF WORK EXPERIENCES AND ACTIVITIES OF MALE ALUMNI IS INVESTIGATED. INFORMATION WAS GATHERED FROM THE RECORDS OF THREE JUNIOR COLLEGES, QUESTIONNAIRES SENT TO ALUMNI 3 YEARS AFTER THEIR GRADUATION, AND INTERVIEWS HELD WITH A SELECTED NUMBER OF GRADUATES. THE INFORMATION COLLECTED SERVES AS A DEVICE FOR EVALUATING CURRENT COUNSELING PRACTICES AND CURRICULUMS AS THEY RELATE TO POST-GRADUATE EXPERIENCES. IT WAS FOUND THAT THESE JUNIOR COLLEGES DO SERVE THE STUDENT WHO FINDS WORK IMMEDIATELY AFTER GRADUATION, THAT MORE COUNSELING

AND GUIDANCE SERVICES ARE NEEDED, THAT MOST STUDENTS FIND EMPLOYMENT LOCALLY, AND THAT MORE SPECIFIC VOCATIONAL TRAINING IS NEEDED. (HS)

ED 012 169

JC 660 275

ASSOCIATE DEGREE NURSING EDUCATION PROGRAMS IN CALIFORNIA, 1953-1965.

BY- MERCER, CELESTE
CALIFORNIA STATE DEPT. OF EDUCATION, SACRAMENTO

PUB DATE 66

EDRS PRICE MF-80.18 HC-83.24 81P.

DESCRIPTORS- *CURRICULUM PLANNING, *JUNIOR COLLEGES, *NURSES, *NURSING, CURRICULUM, CURRICULUM DEVELOPMENT, REGIONAL PROGRAMS, SACRAMENTO, STATE PROGRAMS,

THE ASSOCIATE DEGREE NURSING PROGRAM IN CALIFORNIA WAS ESTABLISHED IN 1958. THE PROGRAM IS OFFERED IN 32 OF THE STATE'S JUNIOR COLLEGES (80 NATIONALLY) AND ALMOST ONE-THIRD OF ALL CANDIDATES APPLYING FOR NURSE LICENSURE EXAMINATIONS COME FROM THESE SCHOOLS. THE IDEA WHICH LED TO THIS TYPE OF PROGRAM WAS FIRST DEVELOPED BY MILDRED L. MONTAG IN HER DOCTORAL DISSERTATION. THE W.K. KELLOGG FOUNDATION PROVIDED FINANCIAL ASSISTANCE. THIS AND OTHER INFORMATION IS PROVIDED TO HELP PERSONS INTERESTED IN ESTABLISHING SIMILAR PROGRAMS. THIS STUDY NOT ONLY DEALS WITH AN ACCOUNT OF THE STATEWIDE DEVELOPMENT AND COORDINATION OF THE 2-YEAR NURSING EDUCATION PROGRAMS, BUT ALSO POINTS OUT SOME OF THE CRITICAL AREAS TO BE OBSERVED IN PLANNING AND MAINTAINING A SUCCESSFUL PROGRAM. MUCH OF THE CONTENT IS BASED ON THE FIVE ANNUAL REPORTS TO THE W.K. KELLOGG FOUNDATION. (HS)

ED 012 170

JC 660 332

A COMPARISON OF TERMINAL WITH COLLEGE PARALLEL FEMALES AT GEORGIA SOUTHWESTERN COLLEGE.

BY- GLADNEY, MARILYN B.
UNIVERSITY SYSTEM OF GEORGIA, ATLANTA
REPORT NUMBER USG-RB-4-68
EDRS PRICE MF-80.09 HC-80.86 14P.

PUB DATE 27 MAY 66

DESCRIPTORS- *ADMISSION CRITERIA, *JUNIOR COLLEGES, *PREDICTION, *STUDENT CHARACTERISTICS, *TRANSFER STUDENTS, ACADEMIC PERFORMANCE, ADMISSION (SCHOOL), AMERICUS, ATLANTA, CEEB SCHOLASTIC APTITUDE TEST, COLLEGE ENTRANCE EXAMINATIONS, FEMALES, GRADE POINT AVERAGE, TERMINAL EDUCATION, TESTING,

DATA FOR 69 FEMALE TERMINAL-OCCUPATIONAL STUDENTS ENDING THEIR FRESHMAN YEARS IN 1963 AND 1964 ARE ANALYZED AND COMPARED WITH 81 REGULAR FEMALE STUDENTS DURING THE SAME PERIOD. PREDICTION OF FRESHMAN AVERAGE GRADE (PPAG) CAN BE MADE ON THE BASIS OF COLLEGE ENTRANCE EXAMINATION BOARD SCORES (SAT V AND SAT M) AND HIGH SCHOOL AVERAGE FOR REGULAR AND TERMINAL APPLICANTS WITH STANDARD ERRORS OF ESTIMATE OF .42 AND .43 AND MULTIPLE CORRELATIONS OF .73 AND .75, RESPECTIVELY. ANALYSIS OF COVARIANCE INDICATES THAT MALES, REGULAR FEMALES, AND TERMINAL FEMALES AT THE COLLEGE COULD BE COMBINED AND A SINGLE PREDICTION EQUATION USED FOR PPAG. A DERIVATIVE INTEGRAL EQUATION IS MORE EASILY COMPUTED AND ACCURATE WITHIN .2 GRADE POINTS OF THE PREDICTION EQUATION. A PROCEDURE FOR SETTING PPAG CUTOFF SCORES IS DEMONSTRATED, FOLLOWED BY A YIELD TABLE RESULTING FROM THE USE OF VARIOUS PPAG CUTTING SCORES FOR GEORGIA SOUTHWESTERN APPLICANTS. (AL)

ED 012 171

JC 670 011

URBAN DEVELOPMENT ASSISTANT PROJECT. INTERIM REPORT.

BY- KOCH, NOSES S. AND OTHERS

BALTIMORE JUNIOR COLL., MD.

ESSEX COMMUNITY COLL., MD.

EDRS PRICE MF-\$0.09 HC-\$2.24 56P.

DESCRIPTORS- #CURRICULUM, #JUNIOR COLLEGES, #URBAN CULTURE, #URBAN RENEWAL, #VOCATIONAL EDUCATION, BALTIMORE, CITY IMPROVEMENT, COURSES, ESSEX, URBAN EDUCATION, URBAN RENEWAL AGENCIES,

THE NEED FOR CITY PLANNING PERSONNEL AT THE SUBPROFESSIONAL LEVEL LED TWO JUNIOR COLLEGES IN THE BALTIMORE AREA TO JOIN THIS PROJECT. WRITTEN AT THE END OF THE 20 YEAR OF THE PROGRAM, THE REPORT DESCRIBES AND APPRAISES A 2-YEAR JUNIOR COLLEGE CURRICULUM TO TRAIN URBAN RENEWAL ASSISTANTS. THE POTENTIAL VALUE OF THE URBAN COLLEGE AS A TRAINING INSTITUTION FOR PUBLIC SERVICE CAREERS WAS ATTESTED TO BY THE PROGRAM. THE ATTRITION RATE CONFORMS TO THAT OF MOST COLLEGES, AND FAILURE SEEMS MORE IN ACADEMIC SUBJECTS THAN URBAN DEVELOPMENT COURSES, WITH PART-TIME STUDENTS PERFORMING BEST. THE CURRICULUM CONSISTS OF 17 URBAN DEVELOPMENT, RELATED AND GENERAL EDUCATION COURSES. SPECIFIC COURSE REQUIREMENTS ARE OUTLINED, AND IT IS SUGGESTED THAT COURSES BE EVALUATED FOR OVERLAP. BETTER TIMING AND A BASIC TEXT IS NEEDED FOR THE SURVEY COURSE. MORE FIELDWORK AND BETTER COORDINATION BETWEEN COMMUNITY AGENCIES AND EDUCATIONAL INSTITUTIONS ENGAGED IN URBAN STUDY PROGRAMS WOULD PROVE VALUABLE. DEVELOPMENT OF THE CURRICULUM IS PRIMARILY DEPENDENT UPON JOB DESCRIPTIONS. THE DIFFICULTY IN RECRUITING STUDENTS LED TO DISCUSSION OF PROMOTION TECHNIQUES. APPENDIXES GIVE JOB AND COURSE DESCRIPTIONS. (DE)

ED 012 172

JC 670 038

STRUCTURE AS A DETERMINANT OF DEMOCRATIC ADMINISTRATION.

BY- COLLINS, CHARLES C.

EDRS PRICE MF-\$0.09 HC-\$0.64 16P.

DESCRIPTORS- #ADMINISTRATIVE ORGANIZATION, #FACULTY ORGANIZATIONS, #JUNIOR COLLEGES, #POLICY FORMATION, EL CAJON,

THE DEGREE OF OPERATIONAL DEMOCRACY WITHIN A JUNIOR COLLEGE AND, BY EXTENSION, WITHIN ANY SCHOOL OR COLLEGE IS LARGELY DEPENDENT UPON THE KIND OF ORGANIZATIONAL STRUCTURE WHICH IS ESTABLISHED. THE STRUCTURE AND MECHANICS MOST SUPPORTIVE TO THE DEMOCRATIC DEVELOPMENT OF THE COLLEGE AND ITS INSTRUCTIONAL PROGRAM SHOULD HAVE MAXIMAL OPPORTUNITY FOR THE INITIATION OR RECOMMENDATION OF POLICY AND PROCEDURE. HOWEVER, THE ULTIMATE LEGAL AUTHORITY AND RESPONSIBILITY RESTS WITH THE BOARD OF TRUSTEES AND ADMINISTRATIVE OFFICERS. AT GROSSMONT, THE SYSTEM OPERATES THROUGH A STRUCTURE OF STANDING COMMITTEES, COMPOSED PRIMARILY OF INSTRUCTORS AND CHAIRED BY ADMINISTRATORS. THE CURRICULUM AND INSTRUCTION COMMITTEE IS CHAIRED BY THE DEAN OF INSTRUCTION AND IS COMPOSED OF DEPARTMENT CHAIRMEN. THE GUIDANCE COMMITTEE IS MADE UP OF COUNSELORS. AN ELECTED STUDENT REPRESENTATIVE SITS ON THE ASSEMBLIES AND CULTURAL EVENTS COMMITTEE. THOUGH APPOINTMENTS ARE MADE BY THE COLLEGE PRESIDENT, THE SELECTIONS FOLLOW A LOGICAL PATTERN. THE SIGNIFICANCE OF THE WORK OF THE COMMITTEE STRUCTURE AND ITS DEMOCRATIC OPERATION IS DEMONSTRATED IN THE EXECUTIVE COUNCIL'S DEVELOPMENT OF THE

DEPARTMENTAL ADMINISTRATIVE STRUCTURE AND IN THE ESTABLISHMENT OF THE EVALUATION SYSTEM AND CRITERIA BY THE CURRICULUM AND INSTRUCTION COMMITTEE. (HS)

ED 012 173

JC 670 053

LOS COLEGIOS REGIONALES, OPORTUNIDADES DE ESTUDIO EN INSTITUCIONES DE NIVEL UNIVERSITARIO. (THE REGIONAL COLLEGES, OPPORTUNITIES FOR STUDY IN UNIVERSITY LEVEL INSTITUTIONS).

BY- BETANCOURT, ETHEL RIOS DE AND OTHERS

PUERTO RICO UNIV., RIO PIEDRAS

PUB DATE 8 FEB 66

EDRS PRICE MF-\$0.18 HC-\$2.72 68P.

DESCRIPTORS- #COLLEGE PLANNING, #EDUCATIONAL PLANNING, #ENROLLMENT PROJECTIONS, #ENROLLMENT TRENDS, #JUNIOR COLLEGES, CURRICULUM PLANNING, SAN JUAN,

RECENT LEGISLATION IN PUERTO RICO HAS VALIDATED THE 2-YEAR REGIONAL COLLEGE CONCEPT, AND THE CHARACTER OF THE PROGRAM COMBINING LIBERAL ARTS TRANSFER CURRICULUMS AND VOCATIONAL EDUCATION HAS BEEN SET. TO IMPLEMENT THE PLANNING PHASES, THIS STUDY PREDICTS STUDENT ENROLLMENT BY REGION. TWO INDEXES ARE USED TO ESTIMATE STUDENT DEMAND--COLLEGE INTEREST, BASED ON THE NUMBER OF STUDENTS TAKING THE COLLEGE ENTRANCE EXAMINATION BOARD TESTS AND APPLYING FOR ADMISSION AT ONE OF THE FIVE UNIVERSITIES, AND VOCATIONAL TRAINING INTEREST, BASED ON APPLICATIONS TO THE SEVEN VOCATIONAL SCHOOLS. GROWING NUMBERS OF HIGH SCHOOL GRADUATES ARE SEEKING ADDITIONAL EDUCATIONAL OPPORTUNITIES. URBAN CENTRALIZATION OF HIGHER EDUCATION INSTITUTIONS IS CREATING TRANSPORTATION PROBLEMS FOR POTENTIAL STUDENTS AS WELL AS REGIONAL IMBALANCES. IT IS RECOMMENDED THAT A DIRECTOR BE APPOINTED TO COORDINATE AN IMMEDIATE PROGRAM OF PREPARATION INCLUDING STAFF APPOINTMENTS, ESTABLISHMENT OF SCHOLASTIC STANDARDS, ALLOCATION OF ECONOMIC RESOURCES REQUISITE FOR DEVELOPMENT, AND CURRICULA DESIGNATION. THE DOCUMENT IS WRITTEN IN SPANISH. (AL)

ED 012 174

JC 670 063

CONGRUENCE OF SELF AND IDEAL-SELF AND OCCUPATIONAL CHOICES.

BY- ANDERSON, THOMAS B. OLSEN, LEROY C.

AMERICAN PERSONNEL AND GUIDANCE ASSN., WASH., D.C.

PUB DATE OCT 65

EDRS PRICE MF-\$0.09 HC-\$0.40 10P.

DESCRIPTORS- #JUNIOR COLLEGES, #OCCUPATIONAL CHOICE, #OCCUPATIONAL GUIDANCE, #SELF CONCEPT, #STUDENT CHARACTERISTICS, ASPIRATION, CAREER CHOICE, DISTRICT OF COLUMBIA, FLANAGAN APTITUDE CLASSIFICATION TEST, SELF EVALUATION, TESTING,

THIS STUDY WAS DESIGNED TO DETERMINE THE RELATIONSHIP BETWEEN THE CONGRUENCE OF SELF AND IDEAL-SELF UTILIZING A Q-SORT AND OCCUPATIONAL CHOICES MADE BY POTENTIAL 4-YEAR COLLEGE STUDENTS IN COMPARISON TO POTENTIAL JUNIOR COLLEGE TERMINAL STUDENTS. POTENTIAL 4-YEAR COLLEGE STUDENTS AND POTENTIAL JUNIOR COLLEGE TERMINAL STUDENTS WERE IDENTIFIED BY STANDARDIZED APTITUDE TESTS. OF THE SAMPLE (N 96), SIX OF THE 4-YEAR POTENTIAL COLLEGE STUDENTS MADE CHOICES IN THE INAPPROPRIATE OCCUPATIONAL AREA, WHILE 12 OF THE POTENTIAL JUNIOR COLLEGE TERMINAL STUDENTS MADE INAPPROPRIATE OCCUPATIONAL AREA CHOICES. SUBJECTS SHOWED A TENDENCY TO

CHOOSE OCCUPATIONAL GOALS ABOVE THEIR APTITUDE AS OPPOSED TO SELECTING OCCUPATIONS BELOW THEIR APTITUDE LEVEL. THE RESULTS OF THE STUDY ARE INCONCLUSIVE AND DO NOT PROVIDE EVIDENCE AS TO WHETHER THE GREATER CONGRUENCE OF THE SUBJECT'S APPRAISED SELF AND IDEAL-SELF IS RELATED TO HIS ABILITY TO MAKE REALISTIC OCCUPATIONAL CHOICES. FURTHER RESEARCH IS INDICATED. THIS ARTICLE WAS PUBLISHED IN "THE PERSONNEL AND GUIDANCE JOURNAL," VOLUME 44, OCTOBER 1965. (AUTHOR/3F)

ED 012 175

JC 670 071

A COMPARATIVE ANALYSIS OF THE JUNIOR COLLEGE DEAN'S LEADERSHIP BEHAVIOR.

BY- CARSON, J. O. SCHULTZ, RAYMOND E.

PUB DATE 64

EDRS PRICE MF-\$0.09 HC-\$0.44 11P.

DESCRIPTORS- #ADMINISTRATOR ATTITUDES, #ADMINISTRATOR ROLE, #JUNIOR COLLEGES, #LEADERSHIP QUALITIES, BEHAVIOR PATTERNS, LEADER BEHAVIOR DESCRIPTION QUESTIONNAIRE,

PRESIDENTS, DEPARTMENT HEADS, AND STUDENT LEADERS FROM 20 PUBLIC 2-YEAR COLLEGES FILLED OUT A QUESTIONNAIRE WHICH INDICATED THEIR PERCEPTIONS OF AND EXPECTATIONS FOR THE LEADERSHIP BEHAVIOR OF THEIR DEANS. THE DEANS THEMSELVES DESCRIBED WHAT THEY THOUGHT TO BE THEIR OWN BEHAVIOR. THE LEADER BEHAVIOR DESCRIPTION QUESTIONNAIRE DEVELOPED BY THE PERSONNEL RESEARCH BOARD AT OHIO STATE UNIVERSITY WAS THE FORM EMPLOYED. THE LEADERSHIP BEHAVIOR OF DEANS WAS FREQUENTLY PERCEIVED BY PRESIDENTS DIFFERENTLY FROM THE WAY IT WAS PERCEIVED BY STUDENT LEADERS. THIS DISCREPANCY POINTED TO ROLE CONFLICTS FOR THE DEANS. BOTH THE STUDENT LEADERS AND DEPARTMENT HEADS EXPECTED MORE LEADERSHIP QUALITIES THAN THEY PERCEIVED IN THE DEANS, POINTING TO THE NEED FOR GREATER COMMUNICATION BETWEEN THESE GROUPS. THIS ARTICLE WAS PUBLISHED IN "THE JOURNAL OF EXPERIMENTAL EDUCATION," VOLUME 32, NUMBER 4, SUMMER 1964. (AD)

ED 012 176

JC 670 074

PERIODICALS AUTOMATION AT MIAMI-DADE JUNIOR COLLEGE.

BY- EYMAN, ELEANOR G. AND OTHERS
PASADENA CITY COLLEGE, CALIF.

PUB DATE 66

EDRS PRICE MF-\$0.09 HC-\$0.92 23P.

DESCRIPTORS- #AUTOMATION, #JUNIOR COLLEGES, #LIBRARIES, #PERIODICALS, COMPUTERS, DATA PROCESSING, LIBRARY EQUIPMENT, MIAMI,

THIS PLAN FOR AN AUTOMATED PERIODICAL SYSTEM DEMONSTRATED THAT AUTOMATED RECORDKEEPING IS DESIRABLE AS WELL AS FEASIBLE. BASED ON AN IBM 1620 COMPUTER (A PUNCHED-CARD READER AND PUNCH, A PAPER-TAPE READER AND PUNCH, A LINE PRINTER AND TWO MAGNETIC DISK DRIVES), THE SYSTEM IS DESIGNED TO GIVE A WEEKLY HOLDINGS PRINTOUT, A WEEKLY CLAIMING REPORT, A MONTHLY RENEWAL LIST, AND A MONTHLY BINDING REPORT. UPON REQUEST, AN ALPHABETICAL TITLE LIST AND A SUBJECT LISTING CAN BE SUPPLIED. THIS ARTICLE WAS PUBLISHED IN THE "LIBRARY RESOURCES AND TECHNICAL SERVICES," VOLUME 10, NUMBER 3, SUMMER 1966. (HS)

ED 012 177

JC 670 130

JUNIOR COLLEGE FACULTY--ISSUES AND PROBLEMS, A PRELIMINARY NATIONAL APPRAISAL.

BY- GARRISON, ROGER H.

AMERICAN ASSN. OF JUNIOR COLLEGES, WASHINGTON, D.C.

PUB DATE 67

EDRS PRICE MF-\$0.10 HC-\$3.96 99P.

DESCRIPTORS- #FACULTY, #FACULTY EVALUATION, #JUNIOR COLLEGES, #TEACHER ATTITUDES, #TEACHING CONDITIONS, DISTRICT OF COLUMBIA, FACULTY MOBILITY, FACULTY RECRUITMENT, TEACHER EDUCATION, TEACHER IMPROVEMENT, TEACHER MOTIVATION, TEACHER QUALIFICATIONS,

DURING A 9-MONTH PERIOD, 20 COLLEGES OF VARIOUS SIZE, ORGANIZATIONAL BASES AND LOCATIONS WERE VISITED AND THE ATTITUDES AND PERCEPTIONS OF 650-700 INSTRUCTORS WERE OBTAINED THROUGH INFORMAL INTERVIEWS. A PATTERN OF GENERAL RESPONSES DEVELOPING FROM THESE OBSERVATIONS RELATES TO FACULTY SELF-IMAGE, ENVIRONMENTAL CONCERNS, AND JOB SATISFACTION. MORE SPECIFIC AREAS OF CONCERN INCLUDE TIME-RELATED PRESSURES, THE NEED FOR INDIVIDUAL AND INSTITUTIONAL FLEXIBILITY, AN IMPROVEMENT IN BOTH VERTICAL AND HORIZONTAL COMMUNICATION LINKAGE WITH PARTICULAR REFERENCE TO PROFESSIONAL NEEDS, INCREASED ATTENTION TO DEVELOPING A PUBLIC AWARENESS OF THE JUNIOR COLLEGE ROLE TO PROMOTE REQUISITE SUPPORT, AND IMPROVEMENT OF PREPARATION FOR COLLEGE TEACHING. THE JUNIOR COLLEGE SETTING IS STUDENT-CENTERED RATHER THAN SUBJECT-CENTERED AND REQUIRES FRESH, INNOVATIVE THINKING AS WELL AS QUALITY IN TEACHING. A NATIONAL FACULTY ORGANIZATION IS NEEDED IN ORDER TO DEVELOP GUIDELINES AND TO IMPLEMENT PLANNING TO MEET THE EXPRESSED NEEDS, ESPECIALLY THOSE RELATING TO IMPROVED COMMUNICATION WITHIN SUBJECT FIELDS, AMONG ADMINISTRATORS, AND BETWEEN THE VARIOUS LEVELS OF INSTITUTIONS OF HIGHER EDUCATION. THIS DOCUMENT IS ALSO AVAILABLE FROM THE AMERICAN ASSOCIATION OF JUNIOR COLLEGES, 1315 SIXTEENTH STREET, N.W., WASHINGTON, D.C. 20036, FOR \$2.00. (AL)

ED 012 178

JC 670 141

STUDY OF INSTITUTIONAL POLICIES REGARDING ACCEPTANCE OF TRANSFER OF CREDIT FROM TECHNICAL-TERMINAL PROGRAMS IN JUNIOR COLLEGES.

AUBURN UNIV., ALA.

PUB DATE 31 OCT 66

EDRS PRICE MF-\$0.09 HC-\$0.36 9P.

DESCRIPTORS- #ACADEMIC STANDARDS, #ARTICULATION (PROGRAM), #JUNIOR COLLEGES, #TECHNICAL EDUCATION, #TRANSFER STUDENTS, ADMISSION CRITERIA, AUBURN,

QUESTIONNAIRE RESPONSES FROM 17 STATE UNIVERSITIES AND LAND-GRANT COLLEGES IN THE SOUTHERN REGION WERE OBTAINED TO PERMIT COMPARISON OF PRACTICES AND TO ASSIST IN THE DEVELOPMENT OF AN EQUITABLE POLICY TOWARD TRANSFER CREDIT ACCEPTANCE AT AUBURN. NINE INSTITUTIONS INDICATED THAT NO WORK COMPLETED IN A TERMINAL-TECHNICAL PROGRAM IN A JUNIOR COLLEGE WOULD BE ACCEPTED IN A TRANSFER TO A BACCALAUREATE DEGREE PROGRAM. THOSE INSTITUTIONS WHICH DID INDICATE CONCERN WITH THIS PROBLEM SEEM TO HAVE EVOLVED A POLICY WHEREBY TERMINAL-TECHNICAL WORK IS ACCEPTED IN TRANSFER EITHER ON THE BASIS OF SATISFACTORY SCORES ON PROFICIENCY EXAMINATIONS, OR

THE BASIS OF VALIDATION WORK, OR OUTRIGHT, PROVIDED THAT THE STUDENT'S GRADES HAD BEEN SATISFACTORY. IT IS RECOMMENDED THAT THE AUBURN POLICY REFLECT CONSIDERATION OF THE RELATIONSHIPS BETWEEN THE STUDENT'S PROGRAM AT THE JUNIOR COLLEGE AND THE CURRICULUM TO WHICH HE IS TRANSFERRING. (AL)

ED 012 179

JC 670 143

COMMUNITY COLLEGES IN PENNSYLVANIA, A REPORT TO THE STATE BOARD OF EDUCATION.

BY- FIELDS, RALPH R.

FIELDS (RALPH R.) AND ASSOCIATES, NYACK, N.Y.

PUB DATE 30 JUN 65

EDRS PRICE MF-\$0.54 HC-\$13.56 339P.

DESCRIPTORS- #EDUCATIONAL LEGISLATION, #EDUCATIONAL PLANNING, #JUNIOR COLLEGES, #MASTER PLANS, #STATE PROGRAMS, ADMINISTRATIVE ORGANIZATION, ADMINISTRATIVE POLICY, ADMINISTRATOR GUIDES, EDUCATIONAL FINANCE, EDUCATIONAL NEEDS, EDUCATIONAL PROGRAMS, EDUCATIONAL RESOURCES, NYACK, PENNSYLVANIA, STATE AID,

LEGISLATION IN 1963 AUTHORIZING THE ESTABLISHMENT OF COMMUNITY COLLEGES NECESSITATED THIS SURVEY TO DETERMINE SUITABLE GEOGRAPHIC AREAS FOR INSTITUTIONAL DEVELOPMENT, TYPE OF PROGRAMS, AND ORGANIZATIONAL FOCUS. OF PARTICULAR CONCERN IS THE RELATIONSHIP OF EXISTING VOCATIONAL-TECHNICAL PROGRAMS AND STATEWIDE ADULT EXTENSION PROGRAMS TO COMMUNITY COLLEGE DEVELOPMENT. AN ANALYSIS OF 12 REGIONS ON A COUNTY-BY-COUNTY BASIS LEADS TO A RANKING OF 26 DISTRICTS WHICH ARE IDENTIFIED AS HAVING CLEAR POTENTIAL FOR INSTITUTIONAL DEVELOPMENT AS RELATED TO NEED, FEASIBILITY, AND COMMUNITY INTEREST. THE INCLUSION OF COMMUNITY COLLEGES AS PART OF THE STATE SYSTEM OF HIGHER EDUCATION, AS OPPOSED TO MORE TRADITIONAL TIES TO SECONDARY EDUCATION, IS INDICATED BY TRENDS TOWARD THE DEMOCRATIZATION OF HIGHER EDUCATION, THE EQUIVALENCY OF THE FIRST 2 YEARS OF COLLEGE FOR THOSE WORKING TOWARD THE BACCALAUREATE, AND THE WIDENING RANGE OF OCCUPATIONS WHICH REQUIRE COLLEGIATE PREPARATION. SPECIFIC RECOMMENDATIONS FOR ADMISSION AND TUITION POLICY, LOCAL ORGANIZATION AND RESPONSIBILITY, SYSTEM COORDINATION, STATEWIDE PROFESSIONAL STAFF UTILIZATION, FINANCING, AND IMPLEMENTING LEGISLATION ARE DIRECTED TO THE STATE BOARD AS THE RECOMMENDED COORDINATING AGENCY FOR POLICY INITIATION AND PROGRAM DEVELOPMENT. (AL)

ED 012 180

JC 670 168

SUMMARY OF THE COORDINATING COUNCIL FOR HIGHER EDUCATION'S REPORT ON JUNIOR COLLEGE CAPITAL OUTLAY.

CALIFORNIA ST. COORD. COUNCIL FOR EDUC., SAN FRANCISCO

PUB DATE JAN 67

EDRS PRICE MF-\$0.09 HC-\$0.52 13P.

DESCRIPTORS- #EDUCATIONAL FINANCE, #EDUCATIONAL PLANNING, #EDUCATIONAL RESOURCES, #JUNIOR COLLEGES, #STATE AID, CAPITAL OUTLAY (FOR FIXED ASSETS), SAN FRANCISCO, STATE FEDERAL AID, STATE PROGRAMS,

THE REPORTING COMMITTEE, DIRECTED BY A SENATE CONCURRENT RESOLUTION, HAS INVESTIGATED THE FINANCIAL ROLE OF THE STATE AS IT RELATES TO ASSISTANCE OF JUNIOR COLLEGES IN THE AREA OF CAPITAL CONSTRUCTION. THE CURRENT PROGRAM OF STATE SUPPORT IS REVIEWED, AND A NEW PLAN IS PROPOSED IN WHICH SOME OF THE

ELEMENTS OF THE EXISTING PROGRAM ARE TO BE CONTINUED, SOME ARE TO BE DISCONTINUED, SOME ARE TO BE MODIFIED, AND SOME NEW ELEMENTS ARE TO BE ADDED. STEPS IN THE PROPOSED PLAN ARE OUTLINED, PROVIDING FOR LONG-RANGE PLANNING AND REVIEW, PROJECT SUBMISSION PROCEDURES AND REVIEW, AND PLAN SUBMISSION PROCEDURES AND REVIEW. LEGISLATION PURSUANT TO THE RECOMMENDATIONS IN THIS REPORT IS TO BE PREPARED AS SOON AS POSSIBLE. (AL)

ED 012 181

JC 670 172

STUDENTS SEEKING TRANSFER FROM JUNIOR COLLEGES IN GEORGIA.

BY- FINCHER, CAMERON

PUB DATE 24 AUG 64

EDRS PRICE MF-\$0.09 HC-\$0.60 17P.

DESCRIPTORS- #ACADEMIC PERFORMANCE, #JUNIOR COLLEGES, #TRANSFER STUDENTS, ACADEMIC ABILITY, ACADEMIC ACHIEVEMENT, ACADEMIC APTITUDE, COLLEGE ENTRANCE EXAMINATIONS, GEORGIA, GRADE POINT AVERAGE, PREDICTION, STUDENT CHARACTERISTICS,

RESULTS ARE REPORTED FOR THE FIRST PHASE OF A LONGITUDINAL STUDY OF APPROXIMATELY 1,600 STUDENTS SEEKING TO TRANSFER IN 1964 FROM SEVEN PUBLIC AND EIGHT PRIVATE JUNIOR COLLEGES. WHILE A 2-YEAR PATTERN OF EDUCATION IS MOST COMMON, ONE-THIRD OF THE STUDENTS SURVEYED ARE SEEKING EARLIER TRANSFER. OVER 90 PERCENT PROPOSE TO TRANSFER TO A SENIOR PUBLIC INSTITUTION. SAT SCORES ARE SIMILAR FOR TRANSFER-SEEKING STUDENTS AT BOTH PUBLIC AND PRIVATE JUNIOR COLLEGES AND DO NOT VARY SIGNIFICANTLY FROM THOSE OF ALL ENTERING JUNIOR COLLEGE STUDENTS IN 1962. HOWEVER, BOTH SAT VERBAL AND MATH SCORES ARE SIGNIFICANTLY LOWER THAN THOSE OF STUDENTS ENTERING PUBLIC SENIOR INSTITUTIONS AS FRESHMEN. WHILE THE HIGH SCHOOL GPA IS A BETTER PREDICTOR OF GRADES IN PUBLIC JUNIOR COLLEGES THAN IN PRIVATE JUNIOR COLLEGES--MEAN HIGH SCHOOL GRADE AVERAGES ARE SIGNIFICANTLY HIGHER AT THE .01 LEVEL OF CONFIDENCE--COMPARATIVE DATA ON COLLEGE GRADE AVERAGES ARE LESS CLEAR. IT IS CONCLUDED THAT THE SENIOR COLLEGE FRESHMAN HAS AN INITIAL ADVANTAGE OVER THE JUNIOR COLLEGE FRESHMAN AND THAT IN FOLLOWUP STUDIES ADEQUATE CONTROLS MUST BE INCLUDED FOR THE PROPOSED COMPARISON OF TRANSFER PERFORMANCE WITH THE PERFORMANCE OF CONTINUING STUDENTS IN SENIOR INSTITUTIONS. THIS PAPER WAS PRESENTED AT THE ANNUAL MEETING OF THE GEORGIA ASSOCIATION OF COLLEGES (GEORGIA CENTER OF CONTINUING EDUCATION, AUGUST 24, 1966). (AL)

ED 012 182

JC 670 181

SYSTEMS APPROACH TO LEARNING.

BY- WIENS, JACOB H.

PUB DATE 16 NOV 66

EDRS PRICE MF-\$0.09 HC-\$1.16 29P.

DESCRIPTORS- #AUDIOVISUAL CENTERS, #INSTRUCTIONAL MATERIALS, #JUNIOR COLLEGES, #PROGRAMED INSTRUCTION, #SYSTEMS APPROACH, AUTOINSTRUCTIONAL AIDS, EDUCATIONAL EQUIPMENT, EDUCATIONAL FACILITIES, PROGRAM COSTS, PROGRAM PLANNING, PROGRAMED MATERIALS, SAN MATEO, TEACHING METHODS,

TO PERMIT COMPARATIVE ANALYSIS FOR PURPOSES OF EDUCATIONAL PLANNING AT SAN MATEO, FIVE INSTITUTIONS WITH SYSTEMS PROGRAMS ARE EVALUATED ON THE BASIS OF TRIP NOTES. OAKLAND COMMUNITY COLLEGE HAS BEEN COMPLETELY ORGANIZED

AROUND THE VOLUNTARY WORK-STUDY LABORATORY APPROACH TO LEARNING. ORAL ROBERTS UNIVERSITY, OKLAHOMA CHRISTIAN COLLEGE, HENRY FORD COMMUNITY COLLEGE, AND MT. SAN JACINTO COLLEGE HAVE ADAPTED NEW PROGRAMS TO EXISTING FACILITIES AND CURRICULUM. THE INTRODUCTION OF PROGRAMED INSTRUCTIONAL MEDIA HAS BEEN ACCOMPANIED BY THE ADDITION OF AUDIOVISUAL EQUIPMENT AND STUDY CARRELS. (THIS EQUIPMENT IS DESCRIBED AND COMPARED.) LIMITATIONS ON FACILITIES AND BUDGET AT SAN MATEO PRECLUDE THE INTRODUCTION OF CARRELS, BUT MODIFICATION OF THE MT. SAN JACINTO PROGRAM APPEARS FEASIBLE IN TERMS OF TRANSLATION AND COST. STUDENT-FACULTY RATIOS AND FACULTY ORIENTATION TECHNIQUES ARE ALSO IMPORTANT ASPECTS OF PLANNING. AN APPENDIX CONTAINS DESCRIPTIVE MATERIAL ON THE INSTRUCTIONAL METHOD USED AT OAKLAND COLLEGE. (AL)

ED 012 183

JC 670 213

VIRGINIA STATE-CONTROLLED INSTITUTIONS OF HIGHER EDUCATION, FALL 1966. STUDENT ADMISSIONS, PART 1.
BY- RANSEY, ROBERT R. AND OTHERS
VIRGINIA STATE COUNCIL OF HIGHER EDUC., RICHMOND

PUB DATE

66

EDRS PRICE MF-\$0.27 HC-\$5.24 131P.

DESCRIPTORS- *ADMISSION (SCHOOL), *ADMISSION CRITERIA, *JUNIOR COLLEGES, *STATE PROGRAMS, *STUDENT CHARACTERISTICS, CEEB SCHOLASTIC APTITUDE TEST, COLLEGE ADMISSION, COLLEGE ENTRANCE EXAMINATIONS, RICHMOND, STUDENT APPLICATION,

IN ORDER TO COMPLY WITH LEGISLATIVE ACTION, THIS STUDY HAS BEEN PREPARED AS THE FIRST PART OF A PROPOSED TWO-PART SERIES DESCRIBING THE CHARACTERISTICS OF COLLEGE FRESHMEN IN VIRGINIA'S PUBLIC INSTITUTIONS OF HIGHER EDUCATION. ADMISSION APPLICATIONS FOR FALL, 1966, WERE RECEIVED FROM 30,996 FRESHMEN. SEVENTY PERCENT OF THE VIRGINIA APPLICANTS WERE IN THE UPPER HALF OF THEIR CLASS, AND 83 PERCENT WERE ACCEPTED. ALTHOUGH OUT-OF-STATE APPLICANTS RANKED HIGHER THAN VIRGINIA APPLICANTS IN CLASS STATUS AND COLLEGE BOARD SCORES, ONLY 43 PERCENT WERE ACCEPTED. TABLES INCLUDE DATA ON IN-STATE AND OUT-OF-STATE APPLICANTS, THE DISTRIBUTION OF 2-YEAR AND 4-YEAR APPLICATIONS AND MULTIPLE APPLICATIONS, CLASS RANK OF APPLICANTS, AND SAT VERBAL AND MATH SCORES OF APPLICANTS. IN ADDITION, THE ADMISSIONS POLICIES, PROCEDURES, AND MINIMUM REQUIREMENTS OF THE PUBLIC INSTITUTIONS SURVEYED ARE SUMMARIZED. (AL)

ED 012 184

JC 670 215

LONG-RANGE PLAN FOR THE DEVELOPMENT OF THE COMMUNITY COLLEGE SYSTEM IN THE STATE OF WASHINGTON.
WASHINGTON STATE BOARD OF EDUCATION, OLYMPIA

PUB DATE

JAN 65

EDRS PRICE MF-\$0.09 HC-\$2.16 54P.

DESCRIPTORS- *COLLEGE PLANNING, *EDUCATIONAL PLANNING, *JUNIOR COLLEGES, *MASTER PLANS, *STATE STANDARDS, COMMUNITY DEVELOPMENT, COMMUNITY STUDY, EDUCATIONAL FINANCE, OLYMPIA, SCHOOL LOCATION, STATE AID, STATE LEGISLATION,

CONDITIONS SUPPORTING THE PROPOSED EXPANSION OF THE COMMUNITY COLLEGE SYSTEM IN WASHINGTON ARE OUTLINED IN THIS SURVEY OF STATE EDUCATIONAL NEEDS. THE HISTORY AND DYNAMIC GROWTH OF THE 2-YEAR COLLEGES ARE DESCRIBED. AT PRESENT, 17 PUBLIC COMMUNITY COLLEGES AND 10 VOCATIONAL CENTERS ARE

ESTABLISHED BUT ENROLLMENT ESTIMATES AND INCREASING DEMAND FOR HIGHER EDUCATION LEAD TO A PLAN FOR CREATING NINE ADDITIONAL INSTITUTIONS. AREAS WHICH WOULD QUALIFY FOR INSTITUTIONAL DEVELOPMENT ARE SUGGESTED IN TERMS OF ENROLLMENT NEEDS AND GEOGRAPHICAL LOCATION. STATE ENABLING LEGISLATION IS CITED. A STEP-BY-STEP PROCEDURE FOR IMPLEMENTATION OF THE PLAN IS OUTLINED AND A SYSTEM OF SHARED FUNDING RESPONSIBILITY, PROGRAM COORDINATION, AND UNIFORM STATE SUPPORT IS RECOMMENDED. (AL)

ED 012 185

JC 670 223

THE CHANGING ROLE OF THE LIBRARY ON THE JUNIOR COLLEGE CAMPUS - A CASE STUDY AT MT. SAN JACINTO COLLEGE.
BY- LEE, C. LORAN

PUB DATE

66

EDRS PRICE MF-\$0.09 HC-\$1.96 49P.

DESCRIPTORS- *COLLEGE LIBRARIES, *JUNIOR COLLEGES, *LIBRARY FACILITIES, *SPECIAL LIBRARIES, INSTRUCTIONAL CENTER LIBRARY (ICL), INSTRUCTIONAL MATERIALS, INSTRUCTIONAL MATERIALS CENTERS, LIBRARIES, LIBRARY MATERIALS, MOUNT SAN JACINTO COLLEGE, MULTIMEDIA INSTRUCTION, SYSTEMS APPROACH,

THE FIRST STEP IN USING THE MULTIMEDIA APPROACH IS WRITING OBJECTIVES IN BEHAVIORAL TERMS. THE SECOND STEP INVOLVES THE DETERMINATION OF WHICH MEDIA OR "TOOLS" WILL BEST MEET THE NEEDS OF THE STUDENTS IN ACCOMPLISHING THE SPECIFIC OBJECTIVES. ADMINISTRATORS AT MOUNT SAN JACINTO FELT THAT THE ROLE OF THE LIBRARY IN THIS APPROACH IS TO SERVE THE INSTRUCTIONAL NEEDS OF THE SCHOOL. RESEARCH INTO PLANNING THE NEW LIBRARY REVEALED THE WEAKNESSES OF THE TRADITIONAL LIBRARY. THE INSTRUCTIONAL CENTER LIBRARY (ICL) IS CONCEIVED AS A TOTAL INSTRUCTIONAL RESOURCE CENTER. THE IMPLICATIONS FOR LIBRARY PERSONNEL ARE GREAT. THE LIBRARIAN MUST BE AWARE OF THE PROBLEMS IN TEACHING, HAVE HAD EXPERIENCE IN AUDIOVISUAL WORK, HAVE HAD ADEQUATE LIBRARY TRAINING, AND POSSESS AN APPROPRIATE CREDENTIAL. THE ICL FACILITIES INCLUDE CARRELS WITH FILMSTRIP PROJECTORS AND TAPE RECORDER, FACULTY OFFICES, CLASSROOMS, SMALL GROUP-DISCUSSION ROOMS, LISTENING STATIONS, AND THE MULTIMEDIA MATERIALS WHICH EACH INSTRUCTOR MUST PRODUCE TO MEET HIS OBJECTIVES. THERE HAVE BEEN WEEKLY AND MONTHLY INSTRUCTIONAL MATERIAL CIRCULATION REPORTS AND A STUDENT AND FACULTY QUESTIONNAIRE TO DETERMINE THE REACTIONS AND SUGGESTIONS FOR IMPROVEMENT. SAMPLES AND ANALYSIS OF THE QUESTIONNAIRES ARE INCLUDED IN THE REPORT. (HS)

ED 012 186

JC 670 242

A PROFILE OF CHICAGO CITY COLLEGE 1965 GRADUATES, FOLLOW-UP NUMBER 2.

BY- STOKER, MARJORIE AND OTHERS

PUB DATE

MAR 67

EDRS PRICE MF-\$0.09 HC-\$1.04 26P.

DESCRIPTORS- *ASPIRATION, *FOLLOWUP STUDIES, *JUNIOR COLLEGES, *STUDENT CHARACTERISTICS, *TRANSFER STUDENTS, ACADEMIC ACHIEVEMENT, CHICAGO, CURRICULUM EVALUATION, GRADUATE SURVEYS, STUDENT ATTITUDES, STUDENT EVALUATION, STUDENT EXPERIENCE, STUDENT OPINION, STUDENT REACTION, TERMINAL STUDENTS, VOCATIONAL EDUCATION, VOCATIONAL INTERESTS,

TO DETERMINE WHETHER GRADUATES HAD BEGUN TO REALIZE

THEIR ASPIRATIONS AND TO ASSESS THE CONTRIBUTIONS OF CHICAGO CITY COLLEGE (CCC) TO THEIR PRESENT STATUS, DATA FROM A 55 PERCENT RESPONSE TO A QUESTIONNAIRE 15 MONTHS AFTER GRADUATION WERE COMPARED WITH A STUDY CONDUCTED IMMEDIATELY AFTER GRADUATION. THE INVENTORY IDENTIFIES THOSE GRADUATES PRESENTLY ATTENDING A SENIOR INSTITUTION AND RELATES THEIR PRESENT CURRICULUM CHOICES TO THEIR CCC CHOICES. IT ALSO IDENTIFIES THOSE GRADUATES WHO ARE NOT ATTENDING ANY SENIOR INSTITUTION AND RELATES THE RELATIVE CONTRIBUTION OF THEIR CCC CURRICULUM CHOICES TO THEIR PRESENT JOBS. DATA INDICATE A HIGH CORRELATION BETWEEN CCC CURRICULUM CHOICES AND CHOICES BY GRADUATES IN SENIOR INSTITUTIONS. HOWEVER, THE LARGE PERCENTAGE OF NEGATIVE RESPONSES TO A QUESTION CONCERNING CURRICULUM CHOICE IN RELATION TO SPECIFIC JOB PREPARATION INDICATES A NEED FOR A MORE CRITICAL LOOK AT THE CCC PROGRAM. FOR ARTICULATION PURPOSES, IT IS NOTED THAT 85 PERCENT OF THE 1965 TRANSFER STUDENTS ARE ENROLLED IN 10 INSTITUTIONS. EIGHTY-TWO PERCENT OF THE GRADUATES RESPONDING (565 OF 685) HAVE CONTINUED THEIR EDUCATION ON SOME LEVEL. VOLUNTARY EXPRESSIONS OF OPINION FROM THE GRADUATES ARE APPENDED. (AL)

ED 012 187

JC 67D 273

A COMPARATIVE STUDY OF OFFICIAL AND UNOFFICIAL CLASS WITHDRAWALS AT LOS ANGELES VALLEY COLLEGE, EVENING DIVISION, SPRING SEMESTER 1965.

BY- HILLEARY, HELENA

LOS ANGELES VALLEY COLL., VAN NUYS, CALIF.

REPORT NUMBER RES-MONGR-8-2

PUB DATE 3 DEC 65

EDRS PRICE MF-\$0.09 HC-\$1.20 30P.

DESCRIPTORS- #DROPOUT PROBLEMS, #DROPOUT RATE, #DROPOUT RESEARCH, #EVENING COUNSELING PROGRAMS, #JUNIOR COLLEGES, COUNSELING PROGRAMS, EVENING PROGRAMS, VAN NUYS,

A COMPARISON WAS MADE OF THE RESULTS OF A STUDY IN SPRING 1962, OF EVENING STUDENTS WHO WITHDREW FROM CLASSES OFFICIALLY (THE "OCW" GROUP) AND OF A QUESTIONNAIRE STUDY IN THE FOLLOWING YEAR OF THOSE WHO WITHDREW FROM EVENING CLASSES UNOFFICIALLY (THE "UCW" GROUP). STUDENTS IN BOTH GROUPS USUALLY HAD HAD NO PREVIOUS COLLEGE UNITS AND WERE USUALLY WORKING MORE THAN 40 HOURS PER WEEK. A GREATER PERCENTAGE OF THE OCW POPULATION HAD DROPPED CLASSES PREVIOUSLY AND HAD MADE USE OF THE SCHOOL'S COUNSELING SERVICES. GENERALLY, THE OCW GROUP REPORTED HAVING MORE OCCUPATIONAL AND FEWER "PERSONAL-SOCIAL" REASONS FOR ATTENDING SCHOOL. MORE STUDENTS IN THE UCW GROUP EXPRESSED DISSATISFACTION WITH THE COURSE OR THE INSTRUCTOR WHILE MORE IN THE OCW GROUP SAID THEY DROPPED BECAUSE THEY WERE WORKING OVERTIME. STUDENTS SHOULD BE ENCOURAGED TO MAKE GREATER USE OF THE COUNSELING SERVICES IN ORDER TO DEVELOP MORE REALISTIC ACADEMIC GOALS. (AD)

ED 012 188

RC 000 150

DEVELOPING CURRICULUM FOR INDIAN CHILDREN.

BY- POTTS, ALFRED M., 2D SIZE MORE, NANTIE

ADAMS STATE COLL., ALAMOSA, COLO.

EDRS PRICE MF-\$0.27 HC-\$5.64 141P.

PUB DATE 64

DESCRIPTORS- #AMERICAN INDIAN, #CURRICULUM DEVELOPMENT, #EDUCATION, #MEXICAN AMERICANS, #TEACHING GUIDES, ACHIEVEMENT, ALAMOSA, ARITHMETIC, ARIZONA, BEHAVIOR PATTERNS, BILINGUALISM, BIRACIAL SCHOOLS, COLORADO, CULTURAL

BACKGROUND, CULTURAL DIFFERENCES, CULTURE, ELEMENTARY EDUCATION, ELEMENTARY SCHOOLS, ENGLISH (SECOND LANGUAGE), EVALUATION METHODS, HANDWRITING, HISTORY, INSTRUCTION, INTELLIGENCE TESTS, LANGUAGE, NEW MEXICO, READING, SCIENCES, SOCIAL STUDIES, SPEECH, TEACHING GUIDES, UTAH,

THIS WORKSHOP REPORT WAS PREPARED AS A GUIDE FOR TEACHERS OF INDIAN CHILDREN IN THE FOUR CORNERS AREA OF ARIZONA, COLORADO, NEW MEXICO, AND UTAH. A BRIEF DESCRIPTION IS GIVEN OF THE HISTORY AND DEVELOPMENT, UP TO THEIR PRESENT STATUS, OF UTE MOUNTAIN UTES, SOUTHERN UTES, JICARILLA APACHES, PUEBLO INDIANS OF NEW MEXICO, AND NAVAJOS. THE STATED PURPOSES ARE TO PROVIDE TEACHERS WITH INSIGHTS INTO PROBLEMS OF EDUCATING THESE CHILDREN AND TO PROVIDE KNOWLEDGE OF THEIR DIFFERENT CULTURAL BACKGROUNDS, LEARNING AND BEHAVIOR PROBLEMS, AND VALUES. PROBLEMS INHERENT IN THEIR CULTURAL TRANSLATION ARE DISCUSSED TO INDICATE AREAS OF NEEDED UNDERSTANDING, FOREMOST AMONG WHICH IS DEVELOPING THE ABILITY TO COMMUNICATE EFFECTIVELY IN ENGLISH. SEVERAL METHODS FOR TEACHING ENGLISH ARE DESCRIBED, BOTH FOR BEGINNERS AND FOR UPPER-GRADE STUDENTS. SHORT SECTIONS DISCUSS METHODS OF TEACHING SOCIAL STUDIES, ARITHMETIC, AND SCIENCE. PROBLEMS OF INTELLIGENCE AND ACHIEVEMENT TESTING ARE DISCUSSED. THE PUBLICATION EMPHASIZES THAT THESE CHILDREN SHOULD BE TESTED ONLY WHEN A DEFINITE PURPOSE IS TO BE SERVED AND THEN WITH GREAT CARE, SINCE MOST STANDARDIZED TESTS DO NOT INDICATE ACCURATELY THE CAPABILITIES OF INDIAN CHILDREN. MANY BIBLIOGRAPHIES, REFERENCES, AND TEACHING AIDS ARE GIVEN. THIS DOCUMENT IS ALSO AVAILABLE FROM THE CENTER FOR CULTURAL STUDIES, ADAMS STATE COLLEGE, ALAMOSA, COLORADO 81101. (DD)

ED 012 189

RC 000 159

KNOWING AND EDUCATING THE DISADVANTAGED, AN ANNOTATED BIBLIOGRAPHY.

BY- POTTS, ALFRED M., 2D

ADAMS STATE COLL., ALAMOSA, COLO.

REPORT NUMBER CRP-8-173

PUB DATE 65

EDRS PRICE MF-\$0.65 HC-\$18.48 862P.

DESCRIPTORS- #BIBLIOGRAPHIES, #DISADVANTAGED GROUPS, #ECONOMICALLY DISADVANTAGED, #EDUCATION, ADMINISTRATION, ADULT EDUCATION, ALAMOSA, COUNSELING, CULTURE, DICTIONARIES, DIRECTORIES, EDUCATIONALLY DISADVANTAGED, ETHNIC GROUPS, HEALTH EDUCATION, LABOR, LANGUAGE, MIGRANTS, PRIMARY EDUCATION, PROGRAM PLANNING, PSYCHOLOGY, PUBLIC RELATIONS, RURAL EDUCATION, SECONDARY EDUCATION, SOCIOLOGY, SURVEYS, TEACHER EDUCATION VOCATIONAL EDUCATION, TESTS,

"KNOWING AND EDUCATING THE DISADVANTAGED" IS AN ANNOTATED BIBLIOGRAPHY OF MATERIALS RELATED TO THE EDUCATION OF MIGRANTS OR THE ECONOMICALLY DISADVANTAGED. IT IS ARRANGED BY BOTH TOPIC AND TITLE INDEXES. TOPICS INCLUDE AGRICULTURE, AMERICAN CULTURE, DIRECTORIES, BIBLIOGRAPHIES, GUIDES, HANDBOOKS, ADMINISTRATION AND ORGANIZATION OF EDUCATION, ADULT EDUCATION, CULTURE, EARLY CHILDHOOD EDUCATION, ELEMENTARY EDUCATION, EDUCATIONAL GOALS, HEALTH EDUCATION, HOME ECONOMICS, INDIAN EDUCATION, MIGRANT EDUCATION, PRIMARY EDUCATION, RURAL EDUCATION, SECONDARY EDUCATION, EDUCATION AND GENERAL STATISTICS, TEACHER EDUCATION, VOCATIONAL EDUCATION, GUIDANCE AND COUNSELING, HEALTH, IMMIGRANTS, INDIAN AMERICANS, LABOR, LANGUAGE AND LANGUAGE ARTS, LEGISLATION, MIGRANTS, MINORITY GROUPS, NEGRO AMERICANS,

POVERTY PSYCHOLOGY, PUBLIC RELATIONS, PUERTO RICANS, SOCIOLOGY, SPANISH AMERICANS, AND TESTS AND TESTING. (CL)

ED 012 190

RC 000 208

A SURVEY OF SPEECH EDUCATION IN NORTHWESTERN WISCONSIN HIGH SCHOOLS.

BY- CARSTENS, JERALD
WISCONSIN STATE UNIV., RIVER FALLS

PUB DATE 66

EDRS PRICE MF-\$0.09 HC-\$2.20 35P.

DESCRIPTORS- *SPEECH EDUCATION, *TEACHER EDUCATION, CURRICULUM, CURRICULUM DEVELOPMENT, ENGLISH INSTRUCTION, HIGH SCHOOLS, LANGUAGE ARTS, NORTHWEST WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION, QUESTIONNAIRES, RIVERFALLS, SPEECH ASSOCIATION, TEACHER CERTIFICATION, TEACHERS, UNITS OF STUDY, VERBAL COMMUNICATION,

BASED ON THE HIGH SCHOOL SPEECH EDUCATION RECOMMENDATIONS OF THE WISCONSIN STATE DEPARTMENT OF PUBLIC INSTRUCTION, A STUDY WAS MADE TO INVESTIGATE THE NATURE OF SPEECH EDUCATION IN NORTHWESTERN WISCONSIN SECONDARY SCHOOLS. IT WAS HOPED THAT THE RESULTS COULD BE USED TO IMPROVE NOT ONLY HIGH SCHOOL SPEECH INSTRUCTION, BUT ALSO SPEECH TEACHER EDUCATION CURRICULUMS IN HIGHER EDUCATION. THE SPECIFIC RECOMMENDATIONS INCLUDED ARE THOSE PERTAINING TO THE ROLE OF SPEECH IN THE LANGUAGE ARTS CURRICULUM, TO CERTIFICATION OF SPEECH TEACHERS, AND TO THE GOALS AND CURRICULUM UNITS FOR A REQUIRED HIGH SCHOOL SPEECH COURSE. DATA WERE COLLECTED BY QUESTIONNAIRES SENT TO SPEECH TEACHERS IN EVERY PUBLIC AND PAROCHIAL HIGH SCHOOL IN THE 16 COUNTIES OF NORTHWESTERN WISCONSIN. THE QUESTIONNAIRE IS INCLUDED IN THIS REPORT. INFORMATION FROM THE 80 RETURNED QUESTIONNAIRES (93 PERCENT OF THE SAMPLE) IS PRESENTED IN TABULATED FORM. THE STUDY CONCLUDED THAT (1) ABOUT 99 PERCENT OF THE SCHOOLS DO NOT HAVE A SPEECH CURRICULUM, (2) ABOUT 66 PERCENT OF THE SCHOOLS DO NOT HAVE AN ELECTIVE SPEECH COURSE OFFERED AT THE UPPER CLASS LEVEL, (3) MOST SCHOOLS LACK THE DIRECTION OF PROPERLY TRAINED SPEECH INSTRUCTORS, AND (4) THE TEACHER EDUCATION INSTITUTIONS SERVING THE HIGH SCHOOLS OF NORTHWESTERN WISCONSIN MUST HELP TO RAISE THE LEVEL OF SPEECH EDUCATION. A SHORT BIBLIOGRAPHY IS INCLUDED. (RB)

ED 012 191

RC 000 397

INDIANS IN THE LAND OF PLENTY.

BY- MCNICKLE, D'ARCY

PUB DATE JAN 65

EDRS PRICE MF-\$0.09 HC-\$0.24 8P.

DESCRIPTORS- *AMERICAN INDIANS, *DISADVANTAGED ENVIRONMENT, *ECONOMIC DISADVANTAGEMENT, *SELF CONCEPT, *SELF HELP PROGRAMS, ARIZONA, NATIONAL CONFERENCE ON POVERTY IN SOUTHWEST 1965, TUCSON,

IN THIS SPEECH PREPARED FOR THE 1965 NATIONAL CONFERENCE ON POVERTY IN THE SOUTHWEST (TUCSON, JANUARY 25-26, 1965) MR. MCNICKLE BRIEFLY TRACES THE TREATMENT OF THE AMERICAN INDIAN FROM FOREIGN COLONIZATION TO THE PRESENT. NOT ONLY WERE THE INDIANS DEPRIVED OF AN ENTIRE CONTINENT, BUT THEY LOST ETHNIC, TRIBAL, AND SELF-CONCEPT IDENTIFICATIONS. THEY LEARNED TO DISTRUST MOST FORMS OF HELP BECAUSE OF A LACK OF SINCERITY ON THE PART OF THE HELPER. ALTHOUGH THERE HAS

RECENTLY BEEN AN UPSWING IN THE INDIAN'S DESIRE TO PARTICIPATE IN GREATER AMERICAN SOCIETY, THERE IS A STRONG COUNTER-CONSERVATISM INGRAINED THROUGH YEARS OF REBUFF. WHAT THE INDIANS WOULD LIKE IS THE CHANCE, THROUGH SELF-HELP PROGRAMS, TO FIND THEIR OWN EQUILIBRIUM IN AMERICAN SOCIETY, RATHER THAN BEING FORCED TO ASSIMILATE BY GIVING UP WHAT IS LEFT OF THEIR "INDIAN-NESS." (BR)

ED 012 192

RC 000 447

UNDERSTANDING AND TEACHING THE CULTURALLY DEPRIVED CHILD, AN OVERVIEW GUIDE FOR LEBANON CLASSROOM TEACHERS.

BY- HENDERSON, GEORGE M. AND OTHERS

PUB DATE 3 MAR 66

EDRS PRICE MF-\$0.09 HC-\$1.40 35P.

DESCRIPTORS- *CULTURAL DISADVANTAGEMENT, *EDUCATIONAL DISADVANTAGEMENT, *GUIDES, *INITIAL TEACHING ALPHABET, *TEACHERS, ANTI SOCIAL BEHAVIOR, DEMOCRATIC VALUES, DISADVANTAGED YOUTH, LEBANON, OREGON, SELF CONCEPT, STUDENT PERSONNEL SERVICES, TEACHING TECHNIQUES, UNGRADED PRIMARY PROGRAMS,

THIS GUIDE PROVIDES CLASSROOM TEACHERS WITH AN OVERVIEW OF THE CHARACTERISTICS OF CULTURAL AND EDUCATIONAL DEPRIVATION, AND INDICATES HOW THESE CHARACTERISTICS INFLUENCE THE DEPRIVED CHILD'S REACTION TO THE ENTIRE SCHOOL SETTING. SUGGESTIONS ARE GIVEN FOR HELPING THE TEACHER ADJUST TO THE CHILD AND FOR HELPING THE CHILD ADJUST TO THE SCHOOL. A BIBLIOGRAPHY CONCLUDES THE GUIDE. (BR)

ED 012 193

RC 000 577

COLORADO INDIAN EDUCATION WORKSHOP PAPERS.

BY- SIZEMORE HAMIE AND OTHERS
ADAMS STATE COLL., ALAMOSA, COLO.

PUB DATE 64

EDRS PRICE MF-\$0.10 HC-\$3.24 81P.

DESCRIPTORS- *AMERICAN INDIANS, *BILINGUAL STUDENTS, *COMPREHENSION DEVELOPMENT, *CULTURAL PLURALISM, *SPANISH AMERICANS, ADAMS STATE COLLEGE, ALAMOSA, ALASKA, ARIZONA, ATHAPASCAN, COLORADO, CULTURE, CURRICULUM, EMOTIONAL DEVELOPMENT, ENGLISH (SECOND LANGUAGE), ESKIMO, INTELLECTUAL DEVELOPMENT, KANSAS, MORAL VALUES, NEW MEXICO, OKLAHOMA, ROCKY MOUNTAINS, SOCIAL DEVELOPMENT, SOUTHWESTERN UNITED STATES, TAOS, TEXAS, UTAH, UTE MOUNTAINS,

THIS DOCUMENT IS A COLLECTION OF ARTICLES WRITTEN BY MEMBERS OF THE COLORADO INDIAN EDUCATION WORKSHOP. THE ARTICLES ARE CONCERNED WITH THE PROBLEMS OF SOCIAL, CULTURAL, MORAL, EMOTIONAL, AND INTELLECTUAL DEVELOPMENT OF BILINGUAL-BICULTURAL CHILDREN, AS A MEANINGFUL CURRICULUM IS DEVELOPED TO CORRELATE WITH THEIR SOCIAL AND CULTURAL ENVIRONMENT. THE CHILDREN CITED IN THE ARTICLES ARE--NAVAJO, APACHE, PUEBLO, COMANCHE, UTE, ESKIMO, AND SPANISH-AMERICAN. (JH)

ED 012 194

RC 000 683

SPANISH-AMERICAN SCHOOLS IN THE 1960'S.

BY- KNOWLTON, CLARK S.

PUB DATE AUG 66

EDRS PRICE MF-\$0.09 HC-\$0.72 18P.

DESCRIPTORS- *BILINGUALISM, *CULTURAL DISADVANTAGEMENT, *EDUCATIONALLY DISADVANTAGED, *INSTRUCTION, *SPANISH AMERICANS, AMERICAN INDIANS, ECONOMICALLY DISADVANTAGED, ENGLISH, LANGUAGE, LAS VEGAS, MEXICAN AMERICANS, NEW MEXICO, SAN MIGUEL COUNTY, SOCIAL DISCRIMINATION, SOCIALLY DISADVANTAGED, SOCIOLOGY, SOUTHWESTERN UNITED STATES, SPANISH, SPANISH CULTURE,

IN THIS SPEECH TO THE TEACHERS OF LAS VEGAS, NEW MEXICO, THE AUTHOR REFERS TO THE RICH SPANISH, MEXICAN, AND INDIAN CULTURES AVAILABLE FOR SOCIOLOGICAL STUDY IN NORTHERN NEW MEXICO AND SOUTHWESTERN UNITED STATES. HE BELIEVES THE PLIGHT OF THE INDIANS AND THE SPANISH AMERICAN PEOPLE IS DUE TO DEPRIVATION FROM POLITICAL OFFICE, SOCIOLOGICAL ADVANCEMENT, ECONOMIC SECURITY, EDUCATIONAL SUCCESS, AND FROM LACK OF KNOWLEDGE OF THE GREAT ACHIEVEMENTS IN THEIR OWN HISTORICAL AND CULTURAL BACKGROUNDS. THIS DEPRIVATION RESULTS FROM THE ANGLO-AMERICAN CONTROL AND INFLUENCE IN SCHOOL AND GOVERNMENT. TO PROMOTE THE SPANISH AMERICAN CAUSE, THE AUTHOR PROPOSES A PLAN WHICH IS--(1) TO EVALUATE THE SPANISH AMERICAN HISTORICAL AND CULTURAL ROLES IN THE FUTURE OF THE SOUTHWEST, (2) TO MAKE THE SPANISH AMERICAN PEOPLE AND ENTIRE NATION AWARE OF THEIR TRAGIC EXPERIENCES, (3) TO AROUSE THE FEDERAL AND STATE GOVERNMENTS SO THAT THE CONDITIONS OF POVERTY, DISCRIMINATION, AND APATHY MAY BE OVERCOME, AND (4) TO INSTRUCT THE BILINGUAL MEXICAN AMERICAN AND SPANISH AMERICAN STUDENTS IN BOTH SPANISH AND ENGLISH. DR. KNOWLTON CONCLUDES BY SAYING THAT THE RESULTANT BETTER EDUCATION WILL ENABLE THESE PEOPLE TO BECOME MORE ACTIVE IN ASSUMING THEIR RIGHTFUL PLACE IN SOCIETY. THIS SPEECH WAS PREPARED FOR THE 1966 TEACHER ORIENTATION (WEST LAS VEGAS, NEW MEXICO CITY SCHOOLS, AUGUST 31, 1966). (JH)

ED 012 195

RC 000 700

DIGNITY OF THEIR OWN. HELPING THE DISADVANTAGED BECOME FIRST-CLASS CITIZENS.

BY- KOCH, WILLIAM H., JR.

PUB DATE 66

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS- *CHURCH MIGRANT PROJECTS, *CITIZENSHIP, *MEXICAN AMERICANS, *MIGRANTS, *NEGROES, COMMITTEE ON RURAL ECONOMIC AND SOCIAL TRENDS (CREST), EMIL SCHWARZHAUPT FOUNDATION, MIGRANT CITIZENSHIP EDUCATION PROJECT, NATIONAL COUNCIL OF CHURCHES, SOCIAL WORKERS,

THIS BOOK IS A CLOSE-UP VIEW OF THE "LOW-STATUS" AGRICULTURAL WORKER, BASED ON AND BUILT AROUND THREE ACTUAL CASE STUDIES OF THE MIGRANT CITIZENSHIP EDUCATION PROJECT. CONDUCTED UNDER A GRANT TO THE DIVISION OF CHRISTIAN LIFE AND MISSION OF THE NATIONAL COUNCIL OF CHURCHES, THIS PROJECT SUCCEEDED IN ESTABLISHING PRINCIPLES FOR SELF-HELP PROGRAMS THAT COULD BE USED BY ANY COMMUNITY IN WORKING WITH ITS UNDERPRIVILEGED GROUPS. "DIGNITY OF THEIR OWN" PROVIDES PRACTICAL TESTED-IN-ACTION PRINCIPLES TO SERVE AS GUIDEPOSTS FOR THOSE WHO WOULD REACH ACROSS THE BARRIERS THAT SEPARATE THE "LOW-STATUS" PEOPLE FROM THE REST OF SOCIETY. THIS BOOK WAS PUBLISHED BY FRIENDSHIP PRESS, 475 RIVERSIDE DRIVE, NEW YORK, NEW YORK 10027, 190 PAGES, \$1.95. (AUTHOR)

ED 012 196

RC 000 875

ENVISIONING A NEW KIND OF SCHOOL, A PLAN FOR REDESIGNING A TOTAL SCHOOL PROGRAM.

UNIVERSITY CITY SCHOOL DISTRICT, MO.

PUB DATE MAR 66

EDRS PRICE MF-\$0.09 HC-\$1.84 46P.

DESCRIPTORS- *INNOVATION, *LEARNING PROCESSES, *PROGRAMS, *RESEARCH, COMMUNICATIONS, CURRICULUM DEVELOPMENT, DATA PROCESSING, EVALUATION, FORD FOUNDATION (CPIL), ORGANIZATIONAL CHANGE, STAFF ORIENTATION, STUDENTS, UNIVERSITY CITY,

BECAUSE OF GROUNDWORK ACCOMPLISHED IN THE COMPREHENSIVE PROJECT FOR IMPROVEMENT IN LEARNING AND OTHER COMPLEMENTARY FACTORS, THE SCHOOL DISTRICT OF UNIVERSITY CITY, MISSOURI, BELIEVES IT IS IN THE UNIQUE POSITION OF BEING ABLE TO COMPLETELY REVAMP ITS EDUCATIONAL STRUCTURE, RATHER THAN RENOVATING PIECEMEAL THE EXISTING FRAMEWORK, AS IS COMMONLY DONE. THE CREATION OF THE NEW KIND OF SCHOOL SYSTEM WOULD MOVE FORWARD SIMULTANEOUSLY IN FOUR INTERRELATED AREAS--CURRICULUM DEVELOPMENT, SUPPORTIVE ORGANIZATIONAL DEVELOPMENT, EVALUATION METHODOLOGY, AND RESEARCH COMMUNICATION. THE PHILOSOPHICAL GOAL OF THIS NEW SCHOOL WOULD BE TO CREATE AN EDUCATIONAL PROGRAM INTENDED TO AID STUDENTS IN BECOMING RESPONSIBLE, PERCEPTIVE, SELF-DIRECTED, SELF-EDUCATED, AND COMPETENT CITIZENS IN A SOCIETY WHICH WE CANNOT NOW ENVISION. (BR)

ED 012 197

RC 000 937

DEVELOPING AN INDIVIDUALIZED INSTRUCTIONAL PROGRAM.

BY- HARTENBERGER, WALTER L.

PUB DATE DEC 65

EDRS PRICE MF-\$0.09 HC-\$0.32 8P.

DESCRIPTORS- *INDIVIDUAL INSTRUCTION, *INSTRUCTIONAL INNOVATION, *SMALL SCHOOLS, CLASSROOMS, COMMUNITY, EDUCATIONAL FINANCE, MOCCASIN, MONTANA, PHYSICAL PLANT, RURAL SCHOOLS, SECONDARY EDUCATION, TEACHERS,

INDIVIDUALIZATION OF INSTRUCTION IS A DISTINCT ADVANTAGE OF A SMALL, RURAL HIGH SCHOOL. FIVE FACTORS OPERANT IN INDIVIDUALIZATION ARE THE DIRECT GOAL-CENTERED INFLUENCES OF THE COMMUNITY, TEACHER PREPARATION, THE CLASSROOM ENVIRONMENT, USE OF THE PHYSICAL PLANT, AND OPTIMAL USE OF SCHOOL FUNDS. SPECIFIC INSTRUCTIONAL INNOVATIONS IN MOCCASIN, MONTANA, SCHOOLS ARE CITED. THIS ARTICLE IS A REPRINT FROM "THE COLLEGE OF EDUCATION RECORD," VOLUME 31, NUMBER 3, DECEMBER 1965. (JH)

ED 012 198

RC 000 945

ENGLISH IN DEPTH, A PROMISING PRACTICE DEVELOPED BY THE WELLS HIGH SCHOOL.

BY- BORDEN, CHARLES LLOYD, ROBERT L.

NEVADA WESTERN STATES SMALL SCHOOLS PROJ.

PUB DATE 65

EDRS PRICE MF-\$0.09 HC-\$1.40 35P.

DESCRIPTORS- *ENGLISH, *INDEPENDENT STUDY, *INDIVIDUAL INSTRUCTION, *INDIVIDUALIZED PROGRAMS, *SMALL SCHOOLS, AUDIOVISUAL AIDS, AUDIOVISUAL INSTRUCTION, CARSON CITY, ENRICHMENT PROGRAMS, SECONDARY SCHOOLS, WELLS, WESTERN STATES

SMALL SCHOOLS PROJECT,

THIS REPORT IS A DOCUMENTATION OF AN INDIVIDUALIZED ENGLISH PROGRAM AT WELLS, NEVADA, DURING THE SCHOOL YEARS 1963-64 AND 1964-65. THE PROCEDURE, THE METHODS, THE OBJECTIVES, THE LESSON ASSIGNMENTS, SAMPLES OF STUDENTS WORK, STUDENT AND PARENT EVALUATION OF THE PROGRAM, AND CONCLUSIONS ARE PRESENTED IN DETAIL. A BIBLIOGRAPHY OF INSTRUCTIONAL MATERIALS IS INCLUDED. (JH)

ED 012 199

RC DDD 991

CUE, ENGLISH HUMANITIES MEDIA GUIDE.
BY- BROWN, ROBERT M. AND OTHERS
NEW YORK STATE EDUCATION DEPT., ALBANY

EDRS PRICE MF-\$0.36 NC-\$8.80 220P. PUB DATE 65

DESCRIPTORS- #ENGLISH, #FILMS, #HUMANITIES, #INSTRUCTIONAL MATERIALS, #VIDEO TAPE RECORDINGS, ALBANY, CULTURAL ACTIVITIES, CURRICULUM ENRICHMENT, CURRICULUM GUIDES, ENRICHMENT PROGRAMS, GRADE 9, INSTRUCTION, PROJECT CUE, SECONDARY EDUCATION, TEACHING GUIDES, TELEVISION,

THIS DOCUMENT IS ONE OF A SERIES OF MEDIA GUIDES SPONSORED BY THE NEW YORK STATE EDUCATION DEPARTMENT UNDER THE CUE SYSTEM. THE ENGLISH HUMANITIES ARE DIVIDED INTO 11 DIFFERENT TOPICS, COVERING AREAS OF COMMUNICATION, VOCABULARY, AND WORLD CULTURE. WITHIN EACH TOPIC IS A SERIES OF SUGGESTED FILM AND TELEVISION SUBJECTS. A DISCUSSION IS GIVEN ON EACH OF THE SUBJECTS INCLUDING A SYNOPSIS, A STATEMENT OF PURPOSE, SUGGESTED PREPARATION OF THE CLASS, THINGS PUPILS SHOULD LOOK AND LISTEN FOR, AND SUGGESTIONS FOR FOLLOWUP ACTIVITIES AND RELATED ACTIVITIES. A LIST OF PRODUCERS AND ADDRESSES IS INCLUDED. THIS DOCUMENT IS A LATER VERSION OF ED 003 785. (JH)

ED 012 200

RC DDD 992

CUE, SOCIAL STUDIES HUMANITIES MEDIA GUIDE.
BY- BROWN, ROBERT M. AND OTHERS
NEW YORK STATE EDUCATION DEPT., ALBANY

EDRS PRICE MF-\$0.36 NC-\$8.80 201P. PUB DATE 65

DESCRIPTORS- #FILMS, #HUMANITIES, #INSTRUCTIONAL MATERIALS, #SOCIAL STUDIES, #VIDEO TAPE RECORDINGS, ALBANY, CULTURAL ACTIVITIES, CURRICULUM ENRICHMENT, CURRICULUM GUIDES, ENRICHMENT PROGRAMS, GRADE 9, INSTRUCTION, PROJECT CUE, SECONDARY EDUCATION, TEACHING GUIDES, TELEVISION,

THIS DOCUMENT IS ONE OF A SERIES OF MEDIA GUIDES SPONSORED BY THE NEW YORK STATE EDUCATION DEPARTMENT UNDER THE CUE SYSTEM. THE HUMANITIES AREAS ARE DIVIDED INTO 11 DIFFERENT TOPICS. WITHIN EACH TOPIC IS A SERIES OF SUGGESTED FILM AND TELEVISION SUBJECTS. A DISCUSSION IS GIVEN ON EACH OF THE SUBJECTS INCLUDING A SYNOPSIS, A STATEMENT OF PURPOSE, SUGGESTED PREPARATION OF THE CLASS, THINGS PUPILS SHOULD LOOK AND LISTEN FOR, AND SUGGESTIONS FOR FOLLOWUP ACTIVITIES AND RELATED ACTIVITIES. A LIST OF PRODUCERS AND THEIR ADDRESSES IS INCLUDED. THIS DOCUMENT IS A LATER VERSION OF ED 003 786. (JH)

ED 012 201

RC DDI 020

YOUTH AND MONEY.
BY- PAOLUCCI, BEATRICE THAL, HELEN M.
NATIONAL EDUCATION ASSN., WASHINGTON, D.C.

DOCUMENT NOT AVAILABLE FROM EDRS.

PUB DATE 64

DESCRIPTORS- #CONSUMER SCIENCE, #CURRICULUM GUIDE, #ECONOMICS, #HOME ECONOMICS EDUCATION, #YOUTH, AUDIOVISUAL AIDS, BUDGETING, COSTS, CURRICULUM, DISTRICT OF COLUMBIA, FINANCIAL PROBLEMS, TEACHERS,

THE HABITS OF YOUTH BETWEEN THE AGES OF 13 AND 20 AND HOW THIS INFORMATION COULD BE USED TO TEACH CONSUMER FINANCE TO SCHOOL YOUTH ARE PRESENTED IN THIS STUDY. THE INFORMATION IS IN REFERENCE TO THE AMOUNT OF MONEY SPENT, WHAT IS IT SPENT ON, CREDIT GIVEN TO YOUTH, FAMILY FINANCE, AND SAVING PROGRAMS. A SERIES OF QUESTIONS AND ANSWERS ARE PRESENTED TO HELP THE TEACHER FORM A TEACHING OUTLINE. THERE ARE 25 BIBLIOGRAPHIES FOR TEACHERS AND STUDENTS, AND A LIST OF AUDIOVISUAL AIDS. THIS DOCUMENT IS AVAILABLE AS STOCK NUMBER 261-00384 FROM THE NATIONAL EDUCATION ASSOCIATION, 1201 SIXTEENTH STREET, N.W., WASHINGTON, D.C. 20036, 27 PAGES, \$0.75. (JH)

ED 012 202

RC DDI 030

CONFERENCE TIME FOR TEACHERS AND PARENTS, A TEACHERS GUIDE TO SUCCESSFUL CONFERENCE REPORTING.
BY- PARKER, JACK T.
NATIONAL EDUCATION ASSN., WASHINGTON, D.C.

DOCUMENT NOT AVAILABLE FROM EDRS. PUB DATE 61

DESCRIPTORS- #EVALUATION, #FOLLOWUP STUDIES, #PARENT SCHOOL RELATIONSHIP, #PARENT TEACHER CONFERENCES, DEPARTMENT OF CLASSROOM TEACHERS, DISTRICT OF COLUMBIA, NATIONAL SCHOOL PUBLIC RELATIONS ASSOCIATION,

THIS GUIDE FOR PARENT-TEACHER CONFERENCES PRESENTS DISCUSSIONS OF (1) THE NEED FOR CONFERENCES, (2) WHAT PARENTS WANT TO KNOW, (3) METHODS OF HANDLING GROUP AND INDIVIDUAL CONFERENCES, (4) EVALUATION AND FOLLOWUP PROCEDURES, AND (5) IDEAS WHICH MAKE CONFERENCES MORE PRODUCTIVE. INCLUDED IS A 17-ITEM REFERENCE LIST. THIS DOCUMENT IS AVAILABLE AS STOCK NUMBER 411-12580 FROM THE NATIONAL EDUCATION ASSOCIATION, 1201 SIXTEENTH STREET, N.W., WASHINGTON, D.C. 20036, 36 PAGES, FOR \$0.75. (JH)

ED 012 203

RC DDI 063

PERSONALITY ORIENTATIONS OF FARM, VILLAGE, AND URBAN BOYS.
BY- HALLER, A. O. WOLFF, CAROLE ELLIS

DOCUMENT NOT AVAILABLE FROM EDRS. PUB DATE 62

DESCRIPTORS- #ORIENTATION, #PERSONALITY, #RURAL YOUTH, ASPIRATION, ATTITUDES, BEHAVIOR PATTERNS, CALIFORNIA TEST OF PERSONALITY, CATTELL'S PERSONALITY FACTOR TEST, CULTURE FREE IQ TEST, EDUCATIONAL ATTITUDES, LENAWEE COUNTY, MICHIGAN, MSU WORK BELIEFS CHECK LIST, OCCUPATIONAL ASPIRATION SCALE, OCCUPATIONS, RESEARCH METHODOLOGY, RURAL URBAN DIFFERENCES, STATISTICAL DATA, VALUES,

THIS ARTICLE AND ITS SUPPLEMENT PRESENT THE RESULTS OF A SURVEY OF DIFFERENCES IN VALUES AND ASPIRATIONS OF BOYS RESIDING ON FARMS, IN RURAL NONFARM AND VILLAGE AREAS, AND IN SMALL URBAN AREAS OF LENAWEE COUNTY, MICHIGAN. THE DATA INCLUDE SEVERAL WORK-RELATED VALUE ORIENTATIONS, AS WELL AS EDUCATIONAL AND OCCUPATIONAL ASPIRATIONS OF THE 17-YEAR OLD SCHOOLBOYS IN 1957. INFORMATION WAS GATHERED BY MEANS OF A QUESTIONNAIRE AND A BATTERY OF TESTS ADMINISTERED BY TRAINED SOCIAL PSYCHOLOGISTS. THE RESULTS CONCLUDE THAT PERSONALITY ORIENTATIONS ARE RELATED TO RESIDENCE. ALSO INCLUDED IS A REVIEW OF THE STATISTICAL METHODOLOGY, PRESENTED WITH LATER RESULTS, WHICH FURTHER SUBSTANTIATE THE PREVIOUS CONCLUSION. THIS ARTICLE IS A REPRINT FROM "RURAL SOCIOLOGY," VOLUME 27, NUMBER 3, SEPTEMBER 1962 AND WAS PRESENTED AS A PAPER AT THE RURAL SOCIOLOGICAL SOCIETY MEETINGS (PENNSYLVANIA STATE UNIVERSITY, AUGUST 26, 1960). (CL)

ED 012 204

RC DD1 D64

OCCUPATIONAL CHOICES OF RURAL YOUTH.
BY- HALLER, ARCHIBALD O.

PUB DATE 66

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS- *ACADEMIC ACHIEVEMENT, *ASPIRATION, *EDUCATION, *RURAL YOUTH, INTELLIGENCE *OCCUPATIONAL CHOICE, PERSONALITY, REFERENCE MATERIALS,

THIS ARTICLE REVIEWS RESEARCH LITERATURE ON EDUCATIONAL AND OCCUPATIONAL CHOICES OF FARM BOYS, AND THE PROCESS BY WHICH THEIR OCCUPATIONAL PERFORMANCE IS INFLUENCED. IT CONCLUDES THAT GEOGRAPHIC ISOLATION AND PLANS REGARDING FARMING INFLUENCE THE NONFARM OCCUPATIONAL SUCCESS OF FARM-REARED YOUTH. THE ARTICLE SUGGESTS PRACTICAL PROGRAMS TO ALLEVIATE THE OCCUPATIONAL PROBLEMS WHICH RURAL YOUTH FACE. THIS ARTICLE IS A REPRINT FROM THE "JOURNAL OF COOPERATIVE EXTENSION," SUMMER 1966. (CL)

ED 012 205

RC DD1 108

MAN, MOSQUITOES AND MICROBES.
BY- SCHONOVER, ROBERT A.
FLORIDA ST. BOARD OF HEALTH, JACKSONVILLE

PUB DATE MAY 67

EDRS PRICE MF-\$0.09 HC-\$1.20 30P.

DESCRIPTORS- *DISEASE CONTROL, *DISEASES, *ECONOMICS, *HEALTH, *RESEARCH, BUREAU OF ENTOMOLOGY, BUREAU OF LABORATORIES, BUREAU OF PREVENTABLE DISEASES, ENTOMOLOGICAL RESEARCH CENTER, JACKSONVILLE, MIDGE CONTROL LABORATORY,

THE CONTROL OF MOSQUITOES IS A MATTER OF INCREASING CONCERN IN THE STATE OF FLORIDA. A BRIEF DESCRIPTION OF THE LIFE CYCLE, VARIOUS SPECIES, CONTROL, AND DESCRIPTION OF DISEASES TRANSMITTED BY THE MOSQUITO WAS PRESENTED. THE ARTICLE CONCLUDED THAT MOSQUITO CONTROL IS NOT ONLY A HEALTH PROBLEM, BUT ALSO A MATTER OF IMPROVED ECONOMICS IN RELATION TO POPULATION GROWTH. THIS DOCUMENT IS AN ISSUE OF "FLORIDA HEALTH NOTES," VOLUME 99, NUMBER 5, MAY 1967. (JS)

ED 012 206

RC DD1 144

YOUTH ORGANIZATIONS OTHER THAN CHURCHES.
BY- SORENSON, ROY
NATIONAL COMMITTEE FOR CHILDREN AND YOUTH

EDRS PRICE MF-\$0.09 HC-\$0.80 20P.

DESCRIPTORS- *ORGANIZATIONS (GROUPS), *RURAL AREAS, *YOUTH AGENCIES, AMERICAN FARM BUREAU FEDERATION, AMERICAN INSTITUTE OF COOPERATION, CLUBS, DISTRICT OF COLUMBIA, FFA, FUTURE AND NEW HOMEMAKERS OF AMERICA, GRANGE, RURAL RESETTLEMENT, YOUNG FARMERS OF AMERICA, YOUTH, YOUTH CLUBS, YOUTH PROGRAMS, 4 H CLUB,

THIS PAPER PRESENTS THE ORGANIZATIONS, OTHER THAN CHURCHES, WHICH SERVE RURAL YOUTH. IT DESCRIBES PROGRAMS OF SUCH ORGANIZATIONS AS--(1) THE 4-H CLUB WHICH IS THE LARGEST IN VOLUME AND SPREAD, THE FUTURE FARMERS AND YOUNG FARMERS OF AMERICA, THE GRANGE, THE AMERICAN FARM BUREAU FEDERATION, THE AMERICAN INSTITUTE OF COOPERATION, THE FUTURE AND NEW HOMEMAKERS OF AMERICA, THE NATIONAL YOUTH--SERVING AGENCIES SUCH AS BOY SCOUTS, GIRL SCOUTS, CAMP FIRE GIRLS, YMCA, YMCA, AND (2) URBAN GROUPS SUCH AS COMMUNITY CENTERS, BIG BROTHERS, BOYS CLUBS, AND OTHERS. THE MONOGRAPH SAYS THAT AREAS WHICH NEED FURTHER EXPLORATION INCLUDE--(1) COOPERATION BETWEEN YOUTH ORGANIZATIONS AND PROGRAMS DESIGNED TO COPE WITH RURAL YOUTH PROBLEMS, (2) EXTENSION AND ENRICHMENT OF SERVICES TO LOW INCOME FAMILIES, AND (3) EXPANSION OF AGENCIES AND PROGRAMS FOR RURAL YOUTH WHO HAVE MOVED INTO URBAN AREAS. (SF)

ED 012 207

RC DD1 146

SOME ASPECTS OF URBAN PROGRAMMING FOR RURAL IN-MIGRANT YOUTH.
BY- FREEDMAN, MARCIA K.
NATIONAL COMMITTEE FOR CHILDREN AND YOUTH

PUB DATE SEP 63

EDRS PRICE MF-\$0.09 HC-\$0.60 15P.

DESCRIPTORS- *COMPENSATORY EDUCATION PROGRAMS, *ENGLISH (SECOND LANGUAGE), *MIGRANT WELFARE SERVICES, *MIGRANTS, CULTURALLY DISADVANTAGED, CURRICULUM ENRICHMENT, DISTRICT OF COLUMBIA, ENGLISH CURRICULUM, JOB TRAINING, MIGRANT EMPLOYMENT, MIGRANT WORKERS, NATIONAL COMMITTEE ON EMPLOYMENT OF YOUTH, VOCATIONAL EDUCATION, WORK EXPERIENCE PROGRAMS,

THIS SPEECH PREPARED FOR THE NATIONAL CONFERENCE ON PROBLEMS OF RURAL YOUTH IN A CHANGING ENVIRONMENT (SEPTEMBER 1963) REVIEWS PROGRAMS THAT FOCUS ON THE EDUCATIONAL AND EMPLOYMENT PROBLEMS OF DEPRIVED CHILDREN AND YOUTH. IT POINTS OUT THAT COMPENSATORY EDUCATION PROGRAMS ATTEMPT TO IMPROVE THE QUALITY OF EDUCATION WHILE KEEPING THE CHILDREN IN SCHOOL LONGER, AND THE PROGRAMS TO PREPARE YOUTH FOR WORK RANGE FROM JOB ORIENTATION TO LONG-RANGE YOUTH DEVELOPMENT. THE SPEAKER SUGGESTS THAT SOCIAL SERVICES COULD BE HELPFUL TO REDUCE TRANSIENCY AND LOCATE JOBS, AND CONCLUDES THAT IN-MIGRANT PROGRAMS TEND TO DWELL TOO MUCH ON SYMPTOMS RATHER THAN DEAL WITH BASIC QUESTIONS. (SF)

ED 012 208

RC DD1 249

REMOTE HIGH SCHOOLS--THE REALITIES.
BY- FORD, PAUL AND OTHERS
NORTHWEST REGIONAL EDUCATIONAL LAB., PORTLAND, ORE

PUB DATE APR 67

EDRS PRICE MF-\$0.18 HC-\$2.92 73P.

DESCRIPTORS- *HIGH SCHOOLS, *RURAL AREAS, *SMALL SCHOOLS,

*STUDENTS, *TEACHERS, HIGH SCHOOL GRADUATES, PORTLAND, WASHINGTON, WASHINGTON STATE UNIVERSITY,

THIS STUDY WAS CONDUCTED AT TWO URBAN HIGH SCHOOLS AND THREE SMALL, REMOTE HIGH SCHOOLS IN THE STATE OF WASHINGTON IN AN EFFORT TO INVESTIGATE STUDENT-TEACHER ACTIVITIES AND RELATIONSHIPS, AND TO EXPLORE, IN DEPTH, ANY EDUCATIONAL ADVANTAGES AND/OR DISADVANTAGES ACCRUING TO THE SMALL HIGH SCHOOL. GENERAL FINDINGS OF THE STUDY INDICATED THAT THERE IS GREATER OPPORTUNITY FOR STUDENT-TEACHER INTERACTION IN A SMALL HIGH SCHOOL, BUT LACK OF FACILITIES AND SUBJECT OFFERINGS HAVE A TENDENCY TO PRODUCE A KIND OF EDUCATIONAL DEPRIVATION IN COMPARISON WITH THE LARGER HIGH SCHOOL. THE STUDY RECOMMENDED THAT IT BE DETERMINED WHICH REMOTE HIGH SCHOOLS WERE ABSOLUTELY NECESSARY, THE REST TO BE CONSOLIDATED, AND STATE FUNDS BE MADE AVAILABLE TO BRING THE FACILITIES AND CURRICULAR OFFERINGS OF THE REMOTE HIGH SCHOOLS MORE IN LINE WITH THOSE OF THE LARGER HIGH SCHOOLS. (DR)

ED 012 209

RC 001 465

SELECTION AND USE OF PROGRAMED MATERIALS--A HANDBOOK FOR TEACHERS.

BY- LANGE, PHIL C. AND OTHERS
NATIONAL EDUCATION ASSN., WASHINGTON, D.C.

PUB DATE 64

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS- *AUTOINSTRUCTIONAL AIDS, *PROGRAMED INSTRUCTION, *PROGRAMED MATERIALS, *SELF PACING MACHINES, *STUDENT MOTIVATION, DETROIT, DISTRICT OF COLUMBIA, EFFECTIVE TEACHING, LEARNING READINESS, PACING, REMEDIAL INSTRUCTION, TEACHING MACHINES,

THE PURPOSE OF THIS HANDBOOK IS TO HELP TEACHERS BECOME EFFECTIVE USERS OF PROGRAMS. IT PRESENTS CHARACTERISTICS, GUIDELINES FOR TEACHING, AND CRITERIA FOR DETERMINING EFFECTIVE PROGRAMS IN THE TEXT. A FILMSTRIP BY THE SAME TITLE, GIVING FIVE CHARACTERISTICS OF A PROGRAM MAY BE USED WITH THE HANDBOOK. A SELECTED BIBLIOGRAPHY OF 70 ITEMS, A LIST OF SOURCES FOR EQUIPMENT, AND A SHORT GLOSSARY OF PROGRAMING TERMS ARE INCLUDED IN THE APPENDICES. THIS HANDBOOK IS AVAILABLE FROM PUBLICATION SALES, THE NATIONAL EDUCATION ASSOCIATION, 1201 SIXTEENTH STREET, N.W., WASHINGTON, D.C. 20036, 71 PAGES, \$0.50. (SF)

ED 012 210

RC 001 477

DEPLETING WELFARE ROLES--A STUDY OF WELFARE RECIPIENTS.

BY- PEARCE, FRANK C.

MODESTO JUNIOR COLL., CALIF.

REPORT NUMBER NJC-R-8-PTS-0-1-2-3

PUB DATE DEC 66

EDRS PRICE MF-\$0.18 HC-\$2.84 71P.

DESCRIPTORS- *CHANGING ATTITUDES, *EDUCATIONAL PROGRAMS, *INDIVIDUAL DEVELOPMENT, *VOCATIONAL EDUCATION, *WELFARE, ECONOMIC RESEARCH, EDUCATIONAL BACKGROUND, EMPLOYMENT EXPERIENCE, FAMILY STATUS, FINANCIAL NEEDS, FINANCIAL SUPPORT, GENERAL APTITUDE TEST BATTERY, MODESTO, MOTIVATION, NEGATIVE ATTITUDES, NEW HOPE PROJECT, PART TIME JOBS, PREVOCATIONAL EDUCATION, RESEARCH METHODOLOGY, STANISLAUS COUNTY MULTI OCCUPATIONAL ADULT TRAINING PROJECT, STATISTICAL DATA, UNEMPLOYED,

THIS REPORT, THE EIGHTH IN A SERIES OF STUDIES ON THE NEW HOPE PROJECT, DISCUSSES THE PROJECT'S EFFECT ON THE WELFARE ROLLS OF STANISLAUS COUNTY, CALIFORNIA. NEW HOPE PROPOSES TO EDUCATE WELFARE RECIPIENTS BY MODIFYING THEIR ATTITUDES AND DEVELOPING SKILLS NECESSARY FOR THEM TO BECOME CONTINUOUSLY EMPLOYED. INSTRUCTION INCLUDES BASIC EDUCATION, VOCATIONAL TRAINING, AND PERSONAL DEVELOPMENT CLASSES. THE INFORMATION AND ENSUING DISCUSSIONS PRESENTED IN THIS REPORT (1) DETERMINE IF THE PROGRAM AFFECTS WELFARE ROLLS IN ANY WAY, (2) SURVEY THE AMOUNTS OF THE FINANCIAL NEEDS OF AND THE WELFARE GRANTS TO TRAINEES BEFORE, DURING, AND AFTER EDUCATION, (3) EXAMINE THE TOTAL AMOUNT THAT THIS PROJECT SAVED PUBLIC FUNDS DURING ITS 1ST YEAR SINCE SOME PARTICIPANTS LEFT THE WELFARE ROLLS AFTER INSTRUCTION AND OTHERS REDUCED THEIR GRANTS THROUGH PART-TIME WORK, AND (4) IDENTIFY THOSE FACTORS WHICH DIFFERENTIATE INDIVIDUALS WHO LEFT WELFARE ROLLS AFTER TRAINING FROM THOSE WHO STAYED ON. IN PRESENTING THIS INFORMATION, THE REPORT DISCUSSES THE TRAINEES' EDUCATIONAL BACKGROUNDS, EMPLOYMENT EXPERIENCE, FAMILY SIZE, PERFORMANCE ON THE GENERAL APTITUDE TEST BATTERY, AND PREVOCATIONAL TRAINING. (CL)

ED 012 211

RC 001 478

ANALYSIS OF THE TESTING PROGRAM - MDTA PROJECT.

BY- PEARCE, FRANK C.

PUB DATE 65

EDRS PRICE MF-\$0.09 HC-\$0.72 18P.

DESCRIPTORS- *ACHIEVEMENT TESTS, *OCCUPATIONS, *PROGRAM EVALUATION, *TEST INTERPRETATION, *TESTING PROGRAMS, CALIFORNIA ACHIEVEMENT TEST, CURRICULUM, CURRICULUM DEVELOPMENT, MODESTO, STANISLAUS COUNTY MULTI OCCUPATIONAL PROJECT, TEST CONSTRUCTION, TESTING,

A DISCUSSION OF TEST VARIABLES AND THE TESTING PROGRAM OF THE PROJECT WAS INITIALLY PRESENTED IN THIS DOCUMENT. CAUTION WAS PARTICULARLY EMPHASIZED IN THE INTERPRETATION OF RESULTS USING STANDARD ACHIEVEMENT TESTS WITH SUBJECTS FROM THE MODESTO MULTI OCCUPATIONAL PROJECT. RECOMMENDATIONS FOR IMPROVED PROGRAM EVALUATION INCLUDED ADDITIONAL CURRICULUM REVISION, IMPROVED TESTING PROCEDURES, AND CHANGES IN TEST CONSTRUCTION. (JS)

ED 012 212

RE 000 120

BOOKS FOR ADULTS BEGINNING TO READ, A SELECTED LIST.

AMERICAN LIBRARY ASSN., CHICAGO, ILL.

PUB DATE JUN 63

EDRS PRICE MF-\$0.09 HC-\$0.80 20P.

DESCRIPTORS- *ADULT EDUCATION, *BASIC READING, *BEGINNING READING, *BIBLIOGRAPHIES, *BOOKLISTS, CHICAGO, CHILDRENS BOOKS, ILLITERATE ADULTS, RECREATIONAL READING, TEXTBOOK EVALUATION, TEXTBOOKS, WORKBOOKS,

A SELECTED LIST OF BOOKS TO MEET THE NEEDS OF ADULTS JUST LEARNING TO READ IS PRESENTED. THE LIST IS UNEVEN AND INCOMPLETE IN MANY SUBJECT FIELDS OF KNOWN INTEREST. SECTION 1 INCLUDES TEXTS, WORKBOOKS, AND SUPPLEMENTARY READING TITLES FOR THE BEGINNING READER AT APPROXIMATELY GRADES 1-4 READING LEVELS. SECTION 2 LISTS TEXTS, WORKBOOKS, AND SUPPLEMENTARY RECREATIONAL READING TITLES AT THE INTERMEDIATE READING LEVEL. APPROXIMATELY GRADES 5-7, SECTION 3 MENTIONS

CHILDREN'S BOOKS WHICH WILL NOT OFFEND THE ADULT READER IN SUBJECT MATTER, TEXTUAL PRESENTATION, OR ILLUSTRATIONS. IT IS RECOMMENDED, HOWEVER, THAT CHILDREN'S BOOKS BE ELIMINATED FROM USE AS SOON AS POSSIBLE. THE SEARCH FOR SUITABLE MATERIALS IS A CONTINUING PROJECT. (RH)

ED 012 213

RE DOD 150

READING PERFORMANCE OF ELEMENTARY STUDENT TEACHERS IN A DEVELOPING INSTITUTION.
BY- ADAMS, EFFIE KAYE

PUB DATE DEC 66

EDRS PRICE MF-\$0.09 HC-\$0.88 22P.

DESCRIPTORS- *HIGHER EDUCATION, *NEGRO INSTITUTIONS, *NEGRO STUDENTS, *READING ABILITY, *READING RESEARCH, BISHOP COLLEGE, DALLAS, ELEMENTARY EDUCATION, READING ACHIEVEMENT, READING DEVELOPMENT, ST. PETERSBURG, STUDENT TEACHERS,

A STUDY WAS CONDUCTED AT BISHOP COLLEGE, DALLAS, TEXAS, TO EXAMINE THE READING NEEDS OF PROSPECTIVE ELEMENTARY TEACHERS. SCORES ON THE NELSON DENNY READING TESTS, ADVANCED FORM A, ON THE OTIS QUICK SCORING TESTS OF MENTAL ABILITY, GAMMA FORM BM, AND GRADE POINT AVERAGES COVERING 4 YEARS OF COLLEGE WORK WERE ANALYZED FOR 29 NEGRO ELEMENTARY STUDENT TEACHERS. APPROXIMATELY ONE THIRD OF THE SUBJECTS WERE IN THE 30-40 AGE RANGE, AND TWO-THIRDS WERE LESS THAN 25 YEARS OLD. RESULTS INDICATED THAT THE MEAN TOTAL GRADE EQUIVALENT ON THE NELSON DENNY READING TEST FOR THE SAMPLE GROUP TESTED WAS SUFFICIENTLY BELOW THAT OF THE NORMATIVE POPULATION TO JUSTIFY THE ELEMENTARY STUDENT TEACHERS' NEED FOR READING IMPROVEMENT. THE CORRELATION COEFFICIENTS BETWEEN SCORES WAS NOT SIGNIFICANT ENOUGH TO STATE THAT THESE STUDENT TEACHERS READ AT LEVELS COMMENSURATE WITH THEIR 10, OR THAT THEIR GRADE POINT AVERAGES WERE COMMENSURATE WITH THEIR READING PERFORMANCE. VARIABLES SUCH AS AGE, SIZE OF HIGH SCHOOL GRADUATING CLASS, AND EDUCATION AND OCCUPATION OF PARENTS DID NOT SEEM TO INFLUENCE THE READING SCORES OF THE SUBJECTS. A SIMILAR STUDY WITH 200 SUBJECTS EQUATED ON THE BASIS OF AGE AND INTELLIGENCE IS PLANNED. A REVIEW OF RELATED LITERATURE AND REFERENCES ARE INCLUDED. THIS PAPER WAS PRESENTED AT THE NATIONAL READING CONFERENCE ANNUAL MEETING (ST. PETERSBURG, DECEMBER 1, 1966). (RH)

ED 012 214

RE DOD 151

APPLICATION OF OPERANT CONDITIONING IN A COLLEGE READING CENTER.

BY- MARK, DAVID N.
MINNESOTA UNIV., MINNEAPOLIS

PUB DATE DEC 66

EDRS PRICE MF-\$0.09 HC-\$0.84 21P.

DESCRIPTORS- *COLLEGE STUDENTS, *OPERANT CONDITIONING, *READING CENTERS, *READING SPEED, HANDWRITING, LEARNING MOTIVATION, MINNEAPOLIS, READING SKILLS, REINFORCEMENT, REINFORCERS, ST. PETERSBURG, TEACHING TECHNIQUES,

THE USES OF OPERANT CONDITIONING TECHNIQUES IN A COLLEGE READING AND STUDY SKILLS CENTER ARE DISCUSSED IN RELATION TO RESEARCH FINDINGS. OPERANT TECHNIQUES WERE USEFUL IN GATHERING DATA ON STUDENT BEHAVIOR AS WELL AS IN INCREASING THE PRECISION OF THE DATA GATHERED. THE EFFECT OF THESE TECHNIQUES ON READING AND HANDWRITING RATE ARE DISCUSSED AND

CASE STUDIES ARE PRESENTED. REFERENCES AND SELECTED FIGURES ARE INCLUDED. THIS PAPER WAS PRESENTED AT THE NATIONAL READING CONFERENCE (ST. PETERSBURG, DECEMBER 1, 1966). (BK)

ED 012 215

RE DOD 153

ADULT LITERACY--PROGRESS AND PROBLEMS.
BY- CURRY, ROBERT L.

PUB DATE DEC 66

EDRS PRICE MF-\$0.09 HC-\$0.36 9P.

DESCRIPTORS- *ADULT BASIC EDUCATION, *ILLITERATE ADULTS, *LITERACY, ADULT EDUCATION PROGRAMS, ECONOMIC OPPORTUNITY ACT OF 1964, EDUCATIONAL PROBLEMS, EDUCATIONALLY DISADVANTAGED, EMPLOYMENT PROBLEMS, FEDERAL AID, FEDERAL PROGRAMS, FUNCTIONAL READING, ILLITERACY, NATIONAL READING CONFERENCE,

THE PROBLEMS CONNECTED WITH THE ELIMINATION OF ILLITERACY IN THE UNITED STATES ARE DISCUSSED IN AN EXAMINATION OF ADULT LITERACY TODAY. THE EFFECT WHICH ILLITERACY HAS ON THE ABILITY OF THE INDIVIDUAL TO ACQUIRE AND RETAIN A JOB IS EXPLAINED, AS ARE THE ECONOMIC, PHYSICAL, MENTAL, EMOTIONAL, AND MORAL REPERCUSSIONS OF ILLITERACY. DEFINITIONS OF FUNCTIONAL LITERACY AND ILLITERACY ARE PROVIDED. PAST EFFORTS TO RAISE LITERACY LEVELS ARE REVIEWED--PROGRAMS PROVIDED BY THE MILITARY DURING THE WAR PERIODS, BY INDIVIDUAL STATES (USUALLY BACKED BY INSUFFICIENT FUNDS), AND BY VOLUNTEER GROUPS OF PEOPLE. CURRENT ADULT BASIC EDUCATION PROGRAMS RESULTING FROM THE ECONOMIC OPPORTUNITY ACT OF 1964 ARE DESCRIBED, ESPECIALLY THOSE LITERACY PROBLEMS STILL IN EXISTENCE. (LS)

ED 012 216

RE DOD 162

READING MANUAL, A GUIDEDBOOK FOR ILLINOIS WORKSHOPS IN READING REMEDIATION.

BY- COVEY, CATHERINE

ILLINOIS STATE OFF. SUPT. PUB. INSTR., SPRINGFIELD

PUB DATE 67

EDRS PRICE MF-\$0.18 HC-\$3.20 80P.

DESCRIPTORS- *ELEMENTARY GRADES, *READING INSTRUCTION, *READING PROGRAMS, *REMEDIATION READING, *TEACHING GUIDES, CONTENT READING, INSTRUCTIONAL AIDS, MANUALS, NDEA TITLE III, READING DIAGNOSIS, READING MATERIALS, READING PROCESSES, READING TESTS, REMEDIAL READING PROGRAMS, RESOURCE MATERIALS, RETARDED READERS, SPRINGFIELD, STATE CURRICULUM GUIDES, WORKSHOPS,

THE IMPORTANCE OF ADAPTING READING INSTRUCTION TO EACH CHILD'S NEEDS IS STRESSED IN THIS HANDBOOK FOR TEACHERS OF REMEDIAL READING. INFORMATION IS ORGANIZED AROUND SIX TOPICS--(1) THE NATURE OF THE READING PROCESS, (2) CRITERIA FOR A GOOD ELEMENTARY READING PROGRAM, (3) REMEDIAL READERS, THE SYMPTOMS AND CAUSES (PHYSICAL, INTELLECTUAL, EDUCATIONAL, EMOTIONAL, AND ENVIRONMENTAL), (4) PRINCIPLES AND TECHNIQUES OF DIAGNOSING REMEDIAL READERS, BOTH FORMAL AND INFORMAL PROCEDURES, (5) THE REMEDIAL READING PROGRAM, ITS BASIS, SCOPE, OBJECTIVES, AND PROCEDURES, AND (6) REMEDIAL READING IN THE TOTAL SCHOOL WITH EMPHASIS ON READING IN THE CONTENT AREAS. INCLUDED IN THE APPENDICES ARE SELECTED ACTIVITIES AND EXERCISES FOR TEACHING READING IN THE ELEMENTARY SCHOOLS, SOME CRITERIA FOR THE SELECTION AND EVALUATION OF READING MATERIALS, LISTS OF TEACHERS' BOOKS FOR USE WITH REMEDIAL

READERS, ADDRESSES OF PUBLISHERS, ESSENTIAL READING MATERIALS FOR EVERY CLASSROOM, AND REMEDIAL READING WORKBOOKS, SUPPLIES, AUDIOVISUAL MATERIALS, SUPPLEMENTARY READERS, AND ENRICHMENT SERIES, SEVERAL ADDITIONAL REFERENCE LISTS, READING INVENTORIES AND CHECKLISTS, AND A LIST OF DIAGNOSTIC READING TESTS ARE GIVEN. (LS)

ED 012 217

RE 000 163

EVALUATION OF THE 1965 SECONDARY SUMMER SCHOOL PROGRAM.

BY- LALIBERTE, RICHARD A.

OAKLAND UNIFIED SCHOOL DISTRICT, CALIF.

REPORT NUMBER OUSD-RR-7

PUB DATE MAY 66

EDRS PRICE MF-\$0.09 HC-\$2.12 53P.

DESCRIPTORS- *DISADVANTAGED YOUTH, *JUNIOR HIGH SCHOOL STUDENTS, *PROGRAM EVALUATION, *READING RESEARCH, *SUMMER SCHOOLS, ARITHMETIC, FOLLOWUP STUDIES, LANGUAGE ARTS, METROPOLITAN ARITHMETIC TEST, METROPOLITAN READING TEST, OAKLAND, OFFICE OF ECONOMIC OPPORTUNITY, PROGRAM EFFECTIVENESS, QUESTIONNAIRES, READING TESTS, RETARDED READERS.

A PILOT JUNIOR HIGH SUMMER SCHOOL PROGRAM, PARTIALLY FUNDED BY THE U.S. OFFICE OF ECONOMIC OPPORTUNITY AND DESIGNED TO PROVIDE STUDENTS FROM ECONOMICALLY AND CULTURALLY DISADVANTAGED AREAS OPPORTUNITIES FOR IMPROVING THEIR SKILLS IN LANGUAGE ARTS (PARTICULARLY READING) AND ARITHMETIC, WAS EVALUATED AFTER ITS INITIATION IN THE OAKLAND, CALIFORNIA, PUBLIC SCHOOLS IN 1965. THE EVALUATION WAS BASED ON QUESTIONNAIRE SURVEYS OF PARENTS, STAFF MEMBERS, AND STUDENTS AND ON PRE- AND POST-PROJECT TEST DATA ON THE METROPOLITAN READING AND ARITHMETIC TESTS, INTERMEDIATE LEVEL, FORMS AM AND BM (WORD KNOWLEDGE, COMPUTATION, AND PROBLEM SOLVING AND CONCEPTS) FOR THE NEARLY 500 SEVENTH, EIGHTH, AND NINTH GRADERS WHO COMPLETED THE 6-WEEK PROGRAM. ALL PARTICIPATING STUDENTS HAD 10'S OF 90 OR MORE AND WERE AT LEAST 12 MONTHS RETARDED IN READING AND ARITHMETIC. A FOLLOWUP STUDY OF A REPRESENTATIVE 20-PERCENT SAMPLE OF THE SUMMER SCHOOL STUDENTS (ALL IN GRADES 8 AND 9) WAS MADE THE FOLLOWING FALL TO DETERMINE THE RESIDUAL EFFECTS OF THE PROGRAM ON ATTENDANCE AND ATTITUDE RECORDS, GENERAL ACHIEVEMENT, READING ACHIEVEMENT, AND STUDENT SELF-RATING AS COMPARED WITH OTHER STUDENTS AND THE PREVIOUS YEAR OF SCHOOL. TABLES, FIGURES, AND COPIES OF THE QUESTIONNAIRES ARE INCLUDED IN THE APPENDICES. (LS)

ED 012 218

RE 000 166

RESEARCH ABSTRACTS, VOLUME VI.

BY- COLLETTE, SISTER M.

CARDINAL STITCH COLL., MILWAUKEE, WIS.

PUB DATE 64

EDRS PRICE MF-\$0.18 HC-\$4.08 102P.

DESCRIPTORS- *ELEMENTARY EDUCATION, *JUNIOR HIGH SCHOOLS, *LANGUAGE ARTS, *READING INSTRUCTION, *READING RESEARCH, HISTORY INSTRUCTION, LANGUAGE DEVELOPMENT, MENTALLY HANDICAPPED, MILWAUKEE, PARENT ATTITUDES, READABILITY, READING COMPREHENSION, READING READINESS, SLOW LEARNERS, SPELLING, VOCABULARY DEVELOPMENT.

THIS SIXTH VOLUME OF RESEARCH ABSTRACTS PRESENTS REPORTS OF 35 RESEARCH STUDIES COMPLETED BY CANDIDATES FOR THE

MASTER'S DEGREE AT THE CARDINAL STITCH COLLEGE IN 1964. TWENTY-NINE STUDIES ARE CONCERNED WITH READING, AND SIX ARE CONCERNED WITH THE EDUCATION OF THE MENTALLY HANDICAPPED. OF THE READING STUDIES, FIVE PERTAIN TO THE JUNIOR HIGH LEVEL AND INVESTIGATE METHODS OF TEACHING SPELLING, THE EFFECTIVENESS OF THE "503R" METHOD, AND THE ABILITY OF SCHOOL MAGAZINES TO STIMULATE CRITICAL THINKING. SIX THESES PRESENT EVALUATIONS OF INTEGRATED PROGRAMS FOR TEACHING LANGUAGE ARTS, AND SIX REPRESENT STUDIES OF THE EFFECTS OF DIRECTED READING AS A TEACHING METHOD IN THE CONTENT FIELDS. OTHER AREAS INVESTIGATED ARE REINFORCING READING LESSONS WITH FILMSTRIPS, LISTENING PROGRAMS, PARENTAL ATTITUDES TOWARD READING PROPAGANDA, TEACHING VIRTUE THROUGH STORIES, EVALUATIVE STUDIES OF VARIOUS READING PROGRAMS, AND THE READABILITY OF RELIGIOUS TEXTS FOR GRADES 1 AND 2. STUDIES RELATED TO THE MENTALLY HANDICAPPED REPORT ON PARENTAL ATTITUDES, TEACHER TRAINING PROGRAMS, PROVISIONS FOR SLOW LEARNERS IN ILLINOIS, SPECIAL EDUCATION NEEDS IN ROCKVILLE CENTER, NEW YORK, LANGUAGE DEVELOPMENT IN MONGOLOID CHILDREN, AND SOME APPLICATIONS OF THE MOONEY PROBLEM CHECKLIST TO THE GUIDANCE OF SLOW LEARNING STUDENTS. A SUBJECT INDEX IS PROVIDED. (RH)

ED 012 219

RE 000 167

KINDERGARTEN PERCEPTION TRAINING--ITS EFFECT ON FIRST-GRADE READING.

BY- ROBERTSON, JEAN E.

PUB DATE MAY 67

EDRS PRICE MF-\$0.09 HC-\$0.44 11P.

DESCRIPTORS- *AUDITORY PERCEPTION, *KINDERGARTEN, *LANGUAGE DEVELOPMENT, *PERCEPTUAL DEVELOPMENT, *READING INSTRUCTION, CANADA, CHILD DEVELOPMENT, EDMONTON, GRADE 1, UNIVERSITY OF ALBERTA, WORD RECOGNITION.

FIFTEEN RESEARCH STUDIES IN CHILD DEVELOPMENT ARE SURVEYED. PARTICULAR EMPHASIS IS GIVEN TO FELDMAN WHO RECOMMENDS A "CODE-FIRST" PROGRAM FOR BEGINNING READING. THE TERM "CODE" REFERS TO THE LETTER SYMBOLS REPRESENTING THE CHARACTERISTIC SPEECH SOUNDS OF ENGLISH. SOME OF THE PROBLEMS IN PERCEPTION AND THE IMPLICATIONS FOR KINDERGARTEN PERCEPTION TRAINING PROGRAMS ARE CONSIDERED ON THE BASIS OF THIS "CODE-FIRST" APPROACH. SPECIFIC SUGGESTIONS FOR ACTIVITIES WHICH WOULD DEVELOP A CHILD'S AUDITORY PERCEPTION ARE DESCRIBED. THE ROLE OF LANGUAGE IN THE DEVELOPMENT OF PERCEPTUAL ACTIVITY IS ALSO DISCUSSED, AND STUDIES OF HOW THE CHILD ACQUIRES SYNTAX ARE REVIEWED. (RH)

ED 012 220

RE 000 168

A STUDY OF PHONEME-GRAPHEME CORRESPONDENCE IN MONOSYLLABIC WORDS.

BY- NODGES, RICHARD E.

PUB DATE MAY 67

EDRS PRICE MF-\$0.09 HC-\$0.64 16P.

DESCRIPTORS- *BEGINNING READING, *ORTHOGRAPHIC SYMBOLS, *READING RESEARCH, *SPELLING, BASIC VOCABULARY, GRAPHEMES, PHONEMES, SEATTLE.

THE SPELLINGS OF ALL MONOSYLLABIC WORDS IN THE CORE VOCABULARY OF AMERICAN ENGLISH WERE ANALYZED TO DETERMINE THE DEGREE OF CORRESPONDENCE BETWEEN A PHONEME AND A SINGLE

GRAPHIC REPRESENTATION IN THIS SET OF WORDS. A PHONEMIC CLASSIFICATION WAS DEVISED, AND COMPUTER TECHNOLOGY WAS USED TO ANALYZE THE PHONEME-GRAPHEME CORRESPONDENCE OF THESE WORDS IN TWO WAYS--(1) THE SPELLING OF A GIVEN PHONEME ANY PLACE IN MONOSYLLABIC WORDS AND (2) THE SPELLING OF A GIVEN PHONEME IN INITIAL, MEDIAL, AND FINAL POSITION IN MONOSYLLABIC WORDS. SPELLINGS OF EACH PHONEME WERE RANK-ORDERED TO DETERMINE THE ODDS THAT A GIVEN PHONEME WOULD BE REPRESENTED BY A PARTICULAR GRAPHIC SYMBOL AT LEAST 80 PERCENT OF THE TIME IN THE WORDS STUDIED. THE PHONEMES LARGELY RESPONSIBLE FOR THE ORTHOGRAPHY'S FAILURE TO APPROXIMATE THE ALPHABETIC PRINCIPLE IN MONOSYLLABIC WORDS ARE THE LONG VOWEL PHONEMES AND CERTAIN DIPHTHONGS. KNOWLEDGE OF CONSONANT AND SHORT VOWEL PHONEMES CAN HELP CHILDREN UNDERSTAND THE NATURE OF ORTHOGRAPHY AND APPLY THIS KNOWLEDGE TO SPELLING. ALTHOUGH EDUCATIONAL IMPLICATIONS ARE SUGGESTED, THE STUDY IS FUNDAMENTALLY A DESCRIPTION OF THE ALPHABETIC NATURE OF THE ORTHOGRAPHY OF AMERICAN-ENGLISH WORDS. THIS PAPER WAS PRESENTED AT THE INTERNATIONAL READING ASSOCIATION CONFERENCE (SEATTLE, MAY 1981). (RH)

ED 012 221

RE DOD 170

RESEARCH ABSTRACTS, VOLUME VIII.
BY- COLETTE, SISTER M.
CARDINAL STRITCH COLL., MILWAUKEE, WIS.

PUB DATE 66

EDRS PRICE MF-\$0.18 HC-\$2.72 68P.

DESCRIPTORS- *MENTALLY HANDICAPPED, *READING INSTRUCTION, *READING RESEARCH, ARITHMETIC, CRITICAL THINKING, CURRICULUM, ENVIRONMENTAL INFLUENCES, GROUPING (INSTRUCTIONAL PURPOSES), MILWAUKEE, READING ACHIEVEMENT, READING INTERESTS, READING READINESS, READING TESTS, SELF CONCEPT, SEX DIFFERENCES, TEACHER ATTITUDES,

FOURTEEN MASTER'S THESES ON READING AND FOUR ON THE EDUCATION OF THE MENTALLY HANDICAPPED COMPLETED AT THE CARDINAL STRITCH COLLEGE, MILWAUKEE, WISCONSIN, IN 1986 ARE SUMMARIZED IN VOLUME 8 IN A SERIES OF RESEARCH ABSTRACTS. THE READING STUDIES--DEALING WITH KINDERGARTEN, ELEMENTARY, SECONDARY, AND ADULT STUDENTS--ARE FOCUSED ON READINESS TESTING AND READINESS PROGRAMS, READING ACHIEVEMENT, READING INSTRUCTION, STUDENT INTERESTS, TEACHER READING HABITS AND INTERESTS, READING CURRICULUM, ABILITY GROUPING, CRITICAL THINKING, STANDARDIZED READING TESTS, AND SELF-CONCEPTS. SPECIAL ARITHMETIC TEACHING METHODS, SEX DIFFERENCES ACCORDING TO DIFFERENT WECHSLER IQ LEVELS, THE EFFECTS OF HOME ENVIRONMENT ON MENTAL AGE AND ACHIEVEMENT, AND TEACHER ATTITUDES ARE STUDIED IN THE THESES CONCERNING THE MENTALLY HANDICAPPED. A CUMULATIVE SUBJECT INDEX FOR THE ABSTRACT SERIES IS INCLUDED. (LS)

ED 012 222

RE DOD 171

RESEARCH ABSTRACTS, VOLUME VII.
BY- COLETTE, SISTER M.
CARDINAL STRITCH COLL., MILWAUKEE, WIS.

PUB DATE 68

EDRS PRICE MF-\$0.18 HC-\$3.84 96P.

DESCRIPTORS- *MENTALLY HANDICAPPED, *READING INSTRUCTION, *READING RESEARCH, ADJUSTMENT PROBLEMS, ATTITUDES, BIBLIOTHERAPY, INSTRUCTIONAL MATERIALS, MILWAUKEE, PARENTS,

READING ACHIEVEMENT, READING HABITS, READING PROGRAMS, READING SKILLS, VOCABULARY DEVELOPMENT,

FIFTEEN MASTER'S THESES ON READING AND 13 ON THE EDUCATION OF THE MENTALLY HANDICAPPED, COMPLETED AT THE CARDINAL STRITCH COLLEGE, MILWAUKEE, WISCONSIN, IN 1985 ARE SUMMARIZED IN VOLUME 7 IN A SERIES OF RESEARCH ABSTRACTS. THE READING STUDIES--DEALING WITH KINDERGARTEN, ELEMENTARY, SECONDARY, AND COLLEGE STUDENTS--ARE FOCUSED ON BIBLIOTHERAPY, READING SKILLS, INDIVIDUAL DIFFERENCES, READING HABITS OF PARENTS, ABILITY GROUPING, READING ACHIEVEMENT, STUDENT AND TEACHER ATTITUDES, THE TEACHING OF READING, CURRICULUM, READING AND LANGUAGE SKILLS, READING CLINICS, READING PROGRAMS, READING TEACHERS, AND VOCABULARY DEVELOPMENT. THE STUDIES ON THE MENTALLY HANDICAPPED ARE CONCERNED WITH ADJUSTMENT, AND INSTITUTIONS, SOCIAL TRAINING, VOCABULARY, VOCATION REHABILITATION, TEACHING MATERIALS, AND PARENTS OF MENTALLY HANDICAPPED CHILDREN. A CUMULATIVE SUBJECT INDEX FOR THE ABSTRACT SERIES IS INCLUDED. (LS)

ED 012 223

RE DOD 172

NEUROLOGICAL RESEARCH RELEVANT TO READING--1967.
BY- ISOM, JOHN B.

PUB DATE MAY 67

EDRS PRICE MF-\$0.09 HC-\$0.60 15P.

DESCRIPTORS- *LATERAL DOMINANCE, *NEUROLOGICALLY HANDICAPPED, *READING DIFFICULTY, CEREBRAL DOMINANCE, EYE HAND COORDINATION, LANGUAGE SKILLS, SERIAL ORDERING,

ASPECTS OF NEUROLOGICAL RESEARCH ARE PRESENTED UNDER THE TOPICS OF NEUROLOGICAL GROWTH AND DEVELOPMENT, CEREBRAL DOMINANCE, "SPLIT-BRAIN" SYNDROME, AND SEQUENCING. THE FIRST TWO AREAS INDICATE THAT ASSESSMENT OF A CHILD'S NEUROLOGICAL DEVELOPMENT MUST TAKE INTO ACCOUNT VARIATION OF RATE AND DEGREE OF DEVELOPMENT, AND THAT THE SIGNIFICANCE OF ABNORMAL NEUROLOGICAL SIGNS IN A CHILD WITH READING DISABILITY MUST BE COMPARED WITH THE FREQUENCY IN A "NORMAL" POPULATION. THE LAST TWO AREAS INDICATE THE COMPLEXITY OF CEREBRAL DOMINANCE AND THAT SEQUENCING AS A STAGE OF DEVELOPMENT MAY CONTRIBUTE TO AN UNDERSTANDING OF READING. (BK)

ED 012 224

RE DOD 174

THE RATIONALE OF A NEW VISUAL LINGUISTIC APPROACH.
BY- BROWN, JAMES I.

PUB DATE MAY 67

EDRS PRICE MF-\$0.09 HC-\$0.68 17P.

DESCRIPTORS- *BEGINNING READING, *INSTRUCTIONAL MATERIALS, *LINGUISTICS, *READING MATERIALS, *READING PROGRAMS, AUDIOVISUAL AIDS, CLASSROOM MATERIALS, INDIVIDUAL INSTRUCTION, INSTRUCTIONAL TECHNOLOGY, LETTER SOUND CORRESPONDENCE, PROGRAMED MATERIALS, READING HABITS, READING INSTRUCTION, REINFORCEMENT, TEACHER ROLE,

THE CONTENT OF THE VISUAL-LANGUAGE READING SERIES WHICH CAPITALIZES ON THE COPY MACHINE, OVERHEAD PROJECTOR, AND TRANSPARENCIES IS EXAMINED. THE RATIONALE IS BUILT AROUND THE MINIMIZING OF INITIAL DIFFICULTIES IN LEARNING TO READ, CONTROLLING THE EARLY FORMATION OF DESIRED READING AND WORD-ATTACK HABITS, MEETING A WIDE RANGE OF INDIVIDUAL DIFFERENCES, AND HEIGHTENING THE TEACHERS EFFECTIVENESS AND

POSITION. INITIAL DIFFICULTIES ARE MINIMIZED BY 1 TO 1 LETTER SOUND RELATIONSHIPS, EXTENSIVE REINFORCEMENT OF THOSE RELATIONSHIPS, INTRODUCTION OF SIGHT WORDS MOST LIKELY TO BE MET IN SUPPLEMENTARY MATERIAL, AND BUILDING OF A MORE EXTENSIVE SIGHT VOCABULARY THAN IS USUAL. DESIRED READING HABITS ARE CONTROLLED BY PROVIDING FOR A STRONG LEFT TO RIGHT ORIENTATION. INDIVIDUAL DIFFERENCES ARE PROVIDED FOR BY A FUSING OF VISUAL, LINGUISTIC, PROGRAMED, AUDITORY, AND CONTEXTUAL METHODS. THE TEACHER SAVES TIME IN MATERIAL PREPARATION, STUDENTS' ATTENTION IS CONTROLLED, AND EYE CONTACT IS MAINTAINED WITH THE CLASS. THIS PAPER WAS TO BE DELIVERED AT THE INTERNATIONAL READING ASSOCIATION (MAY 4, 1967) (BK)

ED 012 225

RE ODD 175

THE PSYCHOLOGY OF READING.
BY- KINGSTON, ALBERT J.

EDRS PRICE MF-\$0.09 HC-\$0.80 20P.

PUB DATE MAY 67

DESCRIPTORS- *COGNITIVE PROCESSES, *INFORMATION THEORY, *LINGUISTIC THEORY, *PSYCHOLOGICAL STUDIES, *READING PROCESSES, BEHAVIORAL SCIENCES, CONCEPT FORMATION, LANGUAGE DEVELOPMENT, PERCEPTUAL DEVELOPMENT, READING INSTRUCTION, SEATTLE,

THE WORK OF CERTAIN PSYCHOLOGISTS WHICH MAY HAVE BEARING UPON THE FIELD OF READING, PARTICULARLY IN COGNITION AND DEVELOPMENT, IS SURVEYED AND POSSIBLE APPLICATIONS OF PSYCHOLOGY TO READING ARE SUGGESTED. A WELL FORMULATED PSYCHOLOGY OF READING AND AN ADEQUATE THEORY OF READING HAVE NOT BEEN DEVELOPED. INSTEAD, READING SPECIALISTS HAVE TENDED TO SELECT VARIOUS PSYCHOLOGICAL POSITIONS TO SUPPORT CERTAIN OF THEIR OWN PRACTICES AND BELIEFS. PSYCHOLOGY MAY PROVIDE THE IMPETUS FOR DEVELOPING A THEORY OF READING WHICH MAY IN TURN ALLOW FOR MORE PRECISE RESEARCH IN THE FIELD. THIS PAPER WAS DELIVERED AT THE INTERNATIONAL READING ASSOCIATION CONVENTION (SEATTLE, MAY 1967). (RH)

ED 012 226

RE ODD 176

HOW A LANGUAGE-EXPERIENCE PROGRAM WORKS.
BY- VAN ALLEN, ROACH

EDRS PRICE MF-\$0.09 HC-\$0.32 8P.

PUB DATE MAY 67

DESCRIPTORS- *BEGINNING READING, *INTEGRATED ACTIVITIES, *LANGUAGE ARTS, *LANGUAGE ENRICHMENT, *PRIMARY GRADES, LANGUAGE EXPERIENCE APPROACH, LANGUAGE SKILLS, ORAL EXPRESSION, READING INSTRUCTION, READING PROGRAMS, SPEECH SKILLS, TEACHER ROLE, VERBAL DEVELOPMENT,

A LANGUAGE-EXPERIENCE PROGRAM INCLUDING SPELLING, LISTENING, READING, WRITING, AND SPEAKING IS DISCUSSED. THE TEACHER HELPS EACH CHILD BECOME INCREASINGLY SENSITIVE TO HIS ENVIRONMENT AND SUCCEED THROUGH A VARIETY OF LANGUAGE EXPERIENCES. TWENTY LANGUAGE EXPERIENCES ARE GROUPED INTO THREE CATEGORIES TO AID THE TEACHER IN SELECTING APPROPRIATE ACTIVITIES. THESE ARE EXTENDING EXPERIENCE TO INCLUDE WORDS, STUDYING THE ENGLISH LANGUAGE, AND RELATING IDEAS OF AUTHORS TO PERSONAL EXPERIENCE. ACTIVITIES ADAPTED TO LARGE GROUPS, SMALL GROUPS, AND INDIVIDUAL WORK ARE LISTED. TWELVE ADVANTAGES OF A LANGUAGE-EXPERIENCE APPROACH ARE INCLUDED.

(BK)

ED 012 227

RE ODD 177

A GROUPING PLAN CAPITALIZING ON THE INDIVIDUALIZED READING APPROACH.

BY- HUNT, LYMAN C.

PUB DATE MAY 67

EDRS PRICE MF-\$0.09 HC-\$0.72 18P.

DESCRIPTORS- *GRADE 1, *GROUPING (INSTRUCTIONAL PURPOSES), *INDEPENDENT READING, *INDIVIDUALIZED PROGRAMS, *READING INSTRUCTION, INDIVIDUALIZED READING PROGRAM (IRP),

A VARIETY OF ARRANGEMENTS, ACTIVITIES, AND GROUPING POSSIBILITIES WITHIN THE CLASSROOM USING THE INDIVIDUALIZED READING PROGRAM (IRP) ARE PRESENTED. SEVERAL MISCONCEPTIONS ABOUT THE INDIVIDUALIZED READING PROGRAM ARE MENTIONED, ESPECIALLY THE NOTION THAT CLASS SUBGROUPS ARE NOT PERMISSIBLE WITHIN THE IRP STRUCTURE AND THAT THE TEACHER-PUPIL CONFERENCE IS THE ONLY KIND OF INTERACTION BETWEEN TEACHER AND PUPIL IN THIS METHOD OF INSTRUCTION. IT IS STRESSED THAT CLASSROOM ORGANIZATION MUST FACILITATE TEACHING AND BE FLEXIBLE, AND THAT QUIET, INDEPENDENT WORK HABITS MUST BE TAUGHT. THE FOLLOWING POSSIBILITIES FOR CLASSROOM ORGANIZATION ARE DISCUSSED--(1) TEACHER TO TOTAL CLASS WHICH INCLUDES, CLASS CONFERENCE FOLLOWING SILENT READING TIME AND BOOK SHARING BY ONE PUPIL WITH TOTAL CLASS, (2) SUBGROUPING WITHIN THE TOTAL CLASS ACCORDING TO READING LEVELS, ACTIVITIES, PARTICULAR SKILLS TO BE TAUGHT, OR TYPES OF BOOKS READ, AND (3) THE TEACHER-PUPIL CONFERENCE. THIS ADDRESS WAS PRESENTED AT THE ANNUAL CONVENTION OF THE INTERNATIONAL READING ASSOCIATION (12TH, MAY 5, 1967). (RH)

ED 012 228

RE ODD 178

THE TEACHING OF READING, A REPORT OF A STUDY CONDUCTED BY THE CURRICULUM COMMITTEE OF THE MINNEAPOLIS CITIZENS COMMITTEE ON PUBLIC EDUCATION, JUNE, 1966.

BY- WITTCOFF, HAROLD AND OTHERS.

MINNEAPOLIS CITIZENS COMM. ON PUB. EDUC., MINN.

PUB DATE JUN 66

EDRS PRICE MF-\$0.27 HC-\$7.24 181P.

DESCRIPTORS- *BEGINNING READING, *ELEMENTARY GRADES, *READING INSTRUCTION, CULTURAL DISADVANTAGE, INDIVIDUAL INSTRUCTION, INITIAL TEACHING ALPHABET, LANGUAGE ENRICHMENT, MENTALLY HANDICAPPED, MINNEAPOLIS, PARENT INFLUENCE, PARENT RESPONSIBILITY, PHONICS, PROGRAMED INSTRUCTION, READING READINESS, REMEDIAL INSTRUCTION,

THIS COMPILATION OF REPORTS, DISCUSSIONS, AND REVIEWS OF SPECIFIC METHODS OF TEACHING READING IN THE ELEMENTARY GRADES INCLUDES A DESCRIPTION OF THE READING PROGRAM IN MINNEAPOLIS. THE METHODS INCLUDED IN THE REPORT ARE THE PHONIC-FIRST METHOD, THE USE OF BASAL READERS, THE LINGUISTIC APPROACH, THE INITIAL TEACHING ALPHABET, THE LANGUAGE-EXPERIENCE APPROACH, THE PROGRAMED READING APPROACH, AND INDIVIDUALIZED READING. OTHER TOPICS COVERED INCLUDE READING READINESS, PARENT READINESS, AND TEACHING THE CULTURALLY DISADVANTAGED, THE MENTALLY RETARDED, THE BRAIN-INJURED, AND THE GIFTED CHILD. (RH)

ED 012 229

RE 000 180

A TWO-YEAR LONGITUDINAL STUDY TO DETERMINE THE ABILITY OF FIRST GRADE CHILDREN TO LEARN TO READ USING THE EARLY-TO-READ 1/T/A, A RESEARCH SUMMARY.
BY- MCCracken, ROBERT A.
WASHINGTON OFF. STATE SUPT. PUB. INSTR., OLYMPIA
REPORT NUMBER WOSSPI-RR-07-07
EDRS PRICE MF-\$0.09 HC-\$1.00 25P.

DESCRIPTORS- #GRADE 1, #INITIAL TEACHING ALPHABET, #READING PROGRAMS, #READING RESEARCH, CONTROL GROUPS, INITIAL TEACHING ALPHABET (ITA), LONGITUDINAL STUDIES, OLYMPIA, READING ACHIEVEMENT, READING INSTRUCTION, READING SKILLS, SUPPLEMENTARY READING MATERIALS, TRADITIONAL ORTHOGRAPHY, TRADITIONAL ORTHOGRAPHY (TO),

A 2-YEAR LONGITUDINAL STUDY WAS CONDUCTED TO EVALUATE THE "EARLY-TO-READ 1/T/A PROGRAM." THIRTY-FOUR PUPILS RANDOMLY ASSIGNED TO ONE FIRST GRADE WERE TAUGHT USING THE "EARLY-TO-READ 1/T/A SERIES," AND 26 PUPILS RANDOMLY ASSIGNED TO ANOTHER FIRST GRADE WERE TAUGHT USING THE "GINN BASIC READERS" AND TRADITIONAL ORTHOGRAPHY (TO). A SUBCONTROL GROUP OF 86 PUPILS WAS SELECTED RANDOMLY FROM THE REMAINING FIRST GRADES AND RECEIVED ONLY INITIAL READINESS TESTING AND FINAL READING ACHIEVEMENT TESTING AT THE END OF GRADES 1 AND 2. TESTS ADMINISTERED WERE THE PREREADING TEST ACCOMPANYING THE SHELTON READING SERIES, A LETTER KNOWLEDGE TEST OF THE ALPHABET, THE WECHSLER INTELLIGENCE SCALE FOR CHILDREN (WISC), THE GRAY ORAL READING TEST, THE STANDARD READING INVENTORY, AND THE STANFORD ACHIEVEMENT TESTS. THERE WERE NO DIFFERENCES AMONG THE GROUPS IN READINESS TO READ. THERE WAS NO SIGNIFICANT DIFFERENCE IN OVERALL READING ACHIEVEMENT BETWEEN THE EXPERIMENTAL AND MAIN CONTROL GROUP AT THE END OF FIRST OR SECOND GRADE WHEN THE READING WAS DONE IN TO. THERE WERE FAIRLY SIGNIFICANT DIFFERENCES BETWEEN BOTH THE EXPERIMENTAL AND SUBCONTROL GROUPS, AND BETWEEN THE CONTROL AND SUBCONTROL GROUPS ON MOST MEASURES OF READING ACHIEVEMENT AT THE END OF FIRST AND SECOND GRADES. THE EXPERIMENTAL GROUP CONSISTENTLY ACHIEVED THE HIGHEST SCORES, AND THE SUBCONTROL GROUP CONSISTENTLY ACHIEVED LOWEST SCORES. THESE AND OTHER RESULTS SEEMED TO INDICATE THAT GOOD TEACHING UNDER TRADITIONAL ORTHOGRAPHY WAS PREFERABLE TO CHANGING THE ALPHABET. (BK)

ED 012 230

RE 000 182

TEACHING THE EDUCABLE MENTALLY RETARDED CHILD TO READ.
BY- BLACK, WILLARD H. AND OTHERS
LOS ANGELES CITY SCHOOLS, CALIF.
REPORT NUMBER LACS-18-EC-106
EDRS PRICE MF-\$0.10 HC-\$3.20 82P.

DESCRIPTORS- #CURRICULUM GUIDES, #EDUCABLE MENTALLY HANDICAPPED, #ELEMENTARY GRADES, #READING INSTRUCTION, #LEARNING ACTIVITIES, LOS ANGELES, READING PROGRAMS, READING SKILLS, TEACHING PROCEDURES, TEACHING TECHNIQUES,

AN INSTRUCTIONAL BULLETIN TO ASSIST TEACHERS OF THE EDUCABLE MENTALLY RETARDED CHILD IN THE DEVELOPMENT OF READING SKILLS WAS PREPARED FOR THE LOS ANGELES CITY ELEMENTARY SCHOOLS. THE BULLETIN IS DIVIDED INTO FOUR SECTIONS WHICH INCLUDE AN INTRODUCTION, A DISCUSSION OF THE DEVELOPMENTAL SEQUENCE NECESSARY FOR EFFECTIVE READING

INSTRUCTION, SUGGESTIONS FOR STIMULATING THE DEVELOPMENT OF THOSE FACTORS, AND SOME PROCEDURES FOR EFFECTIVE READING INSTRUCTION. AN APPENDIX PRESENTS ACTIVITIES FOR DEVELOPING SENSORY PERCEPTION AND DISCRIMINATION, FOR PRACTICING THE SKILLS DEVELOPED IN SPECIFIC READING LESSONS, AND FOR INDEPENDENT PRACTICE OR DRILL. (BK)

ED 012 231

RE 000 183

CRITERIA FOR SELECTING MATERIALS TO TEACH READING.
BY- OLSEN, HANS C.

PUB DATE MAY 67

EDRS PRICE MF-\$0.09 HC-\$0.44 11P.

DESCRIPTORS- #ELEMENTARY GRADES, #READING INSTRUCTION, #READING MATERIALS, READING MATERIAL SELECTION,

BEFORE SELECTING MATERIALS TO TEACH READING, A SET OF CONSISTENT AND APPROPRIATE CRITERIA MUST BE DEvised AND USED TO OBJECTIVELY ANALYZE AVAILABLE MATERIALS. A KNOWLEDGE OF THE CHILDREN, TEACHERS, AND OBJECTIVES AND PATTERN OF THE READING PROGRAM IN THE SCHOOL SYSTEM AIDS THE DETERMINATION OF THE CRITERIA. JUDGMENT MUST THEN BE USED IN SELECTION BECAUSE MATERIALS WILL RARELY FIT ALL THE CHOSEN CRITERIA, AND PRIORITY MUST BE GIVEN TO SOME OF THEM. THERE ARE LITTLE KNOWN CRITERIA WHICH SHOULD BE CONSIDERED-- (1) A PROVISION FOR CONTROLLING GRAPHEME-PHONEME CORRESPONDENCE, (2) RECOGNITION OF DIALECT DIFFERENCES, AND (3) AN ATTEMPT TO STIMULATE CHILDREN TO READ WIDELY OUTSIDE OF SCHOOL. CONTRADICTORY CRITERIA WHICH SHOULD BE AVOIDED INCLUDE-- (1) GAINING MEANING VERSUS LEARNING GRAPHEME-PHONEME RELATIONSHIP AND (2) CONTROLLED VOCABULARY VERSUS LITERARY QUALITY. (RH)

ED 012 232

RE 000 187

A STUDY OF THE EFFECT OF A FIRST GRADE LISTENING INSTRUCTIONAL PROGRAM UPON ACHIEVEMENT IN LISTENING AND READING.

BY- KELLOGG, RALPH EDWARD

SAN DIEGO COUNTY DEPT. OF EDUCATION, CALIF.

REPORT NUMBER BR-6-8469

PUB DATE 66

CONTRACT OEC-4-7-0684-69-0015

EDRS PRICE MF-\$0.27 HC-\$6.44 161P.

DESCRIPTORS- #GRADE 1, #LANGUAGE ARTS, #LISTENING SKILLS, #READING ACHIEVEMENT, #READING RESEARCH, BASIC READING, INSTRUCTIONAL MATERIALS, LANGUAGE EXPERIENCE APPROACH, LISTENING SKILLS, LITERATURE PROGRAMS, READING IMPROVEMENT, SAN DIEGO, SEX DIFFERENCES,

A FIRST-GRADE LISTENING SKILLS PROGRAM WAS DESIGNED TO BE TAUGHT AS AN INTEGRAL PART OF THE LANGUAGE ARTS PROGRAM AND TO IMPROVE ACHIEVEMENT IN LISTENING AND READING. THE COMPONENTS AND GUIDELINES FOR THE EXPERIMENT ARE SPECIFIED. THIRTY-THREE CLASSROOMS IN 22 ELEMENTARY SCHOOLS IN SAN DIEGO COUNTY PARTICIPATED. THE TREATMENT GROUPS WERE A TRADITIONAL APPROACH AND AN EXPERIENCE APPROACH. WITHIN EACH TREATMENT GROUP 40 STRUCTURED OR UNSTRUCTURED LITERATURE LISTENING LESSONS OF 20 MINUTES EACH WERE TAUGHT. A POST-TEST ONLY CONTROL DESIGN WAS UTILIZED. ANALYSIS OF VARIANCE WAS USED TO ANALYZE THE DATA. THE PINTNER-CUNNINGHAM PRIMARY INTELLIGENCE TEST, THE STANFORD ACHIEVEMENT TEST, AND THE WRIGHT LISTENING COMPREHENSION TEST WERE ADMINISTERED. TEACHERS EVALUATED THE LESSON PLANS. THE STRUCTURED PROGRAM WITHIN THE TRADITIONAL

GROUP CAUSED A SIGNIFICANT DIFFERENCE IN ALL LISTENING AND READING ACHIEVEMENT FOR BOYS, TIED ONLY IN LISTENING VOCABULARY FOR GIRLS. THE STRUCTURED PROGRAM IN THE LANGUAGE EXPERIENCE GROUP SIGNIFICANTLY AFFECTED TOTAL LISTENING ACHIEVEMENT AND READING VOCABULARY FOR BOTH BOYS AND GIRLS. OTHER RESULTS, CONCLUSIONS, RECOMMENDATIONS, LIMITATIONS, APPENDICES, TABLES, FIGURES, AND A BIBLIOGRAPHY ARE INCLUDED. (BK)

ED 012 233

SE 000 020

RETHINKING SCIENCE EDUCATION, THE FIFTY-NINTH YEARBOOK OF THE NATIONAL SOCIETY FOR THE STUDY OF EDUCATION, PART 1.

BY- BARNARD, J. DARRELL

NATIONAL SOCIETY FOR THE STUDY OF EDUC., CHICAGO

PUB DATE

60

EDRS PRICE MF-\$0.54 HC-\$14.76 369P.

DESCRIPTORS- *COLLEGE SCIENCE, *ELEMENTARY SCHOOL SCIENCE, *RESEARCH REVIEWS (PUBLICATIONS), *SCIENCE EDUCATION, *SECONDARY SCHOOL SCIENCE, BIBLIOGRAPHIES, CHICAGO, CRITICAL THINKING, CURRICULUM, CURRICULUM DEVELOPMENT, EDUCATIONAL OBJECTIVES, GENERAL EDUCATION, INSTRUCTIONAL MATERIALS, LEARNING, SCIENCE EQUIPMENT, SCIENCE FACILITIES, SUPERVISION, TEACHER EDUCATION,

CURRENT DEVELOPMENTS IN SCIENCE EDUCATION ARE REVIEWED IN THIS YEARBOOK OF THE NATIONAL SOCIETY FOR THE STUDY OF EDUCATION. THE ROLE OF SCIENCE IN OUR CULTURE AND ITS RELATIONSHIP TO THE HUMANITIES AND TO SOCIETY ARE DISCUSSED. THE OBJECTIVES OF SCIENCE TEACHING ARE CONSIDERED FROM THE VIEWPOINTS OF THE RESEARCH SCIENTISTS, THE SCHOOL ADMINISTRATOR, THE COLLEGE DEAN, THE INDUSTRIAL RESEARCHER, AND THE BEHAVIORAL SCIENTIST. A SURVEY OF LEARNING THEORY INCLUDES INFORMATION RELATED TO CONCEPT DEVELOPMENT, CRITICAL THINKING, AND SCIENTIFIC ATTITUDES AND METHODS. THE NATURE OF CREATIVITY, SOCIAL ATMOSPHERE, AND PERSONALITY ARE ANALYZED AS FACTORS INFLUENCING THE CAREER CHOICES OF SCIENTISTS. CHAPTERS DEALING WITH SECONDARY SCHOOL SCIENCE ARE CONCERNED WITH THE EXISTING STATUS AND WITH THE IMPROVEMENT OF PROGRAMS BY MEANS OF CURRICULUM DEVELOPMENT AND REORGANIZATION THROUGH THE COOPERATIVE EFFORTS OF GOVERNMENT AGENCIES, INDUSTRIAL ORGANIZATIONS, AND PROFESSIONAL GROUPS. CHAPTERS DEALING WITH ELEMENTARY SCHOOL SCIENCE CONSIDER (1) EXISTING PROGRAMS, (2) PROGRAM DEVELOPMENT, AND (3) TEACHING AND EVALUATION. A SECTION ON COLLEGE SCIENCE DESCRIBES CURRENT TRENDS AND TEACHER EDUCATION FOR GENERAL EDUCATION COURSES. SECTIONS ARE DEVOTED ALSO TO (1) CURRICULUM DEVELOPMENT, (2) SUPERVISION, AND (3) FACILITIES, EQUIPMENT, AND INSTRUCTIONAL MATERIALS. CHAPTERS ON TEACHER EDUCATION AND PROFESSIONAL GROWTH CONTAIN INFORMATION ABOUT (1) SCIENCE IN THE GENERAL EDUCATION OF TEACHERS, (2) SUBJECT MATTER COURSES, (3) PROFESSIONAL EDUCATION, AND (4) OPPORTUNITIES FOR INDIVIDUAL PROFESSIONAL IMPROVEMENT. FINAL CHAPTERS DESCRIBE NEEDED RESEARCH AND PROBLEMS AND ISSUES IN SCIENCE EDUCATION. THIS DOCUMENT IS ALSO AVAILABLE FROM THE UNIVERSITY OF CHICAGO PRESS, 5750 ELLIS AVENUE, CHICAGO, ILLINOIS 60637, FOR \$4.50 CLOTH, \$3.75 PAPER. (AG)

ED 012 234

SE 000 030

GUIDELINES FOR THE DOCTORATE IN SCIENCE EDUCATION, A STATEMENT BY THE ASSOCIATION FOR THE EDUCATION OF TEACHERS IN SCIENCE.

BY- RUTHERFORD, F. JAMES AND OTHERS

NATIONAL SCIENCE TEACHERS ASSN., WASHINGTON, D.C.

PUB DATE

OCT 66

EDRS PRICE MF-\$0.09 HC-\$0.32 8P.

DESCRIPTORS- *COLLEGE SCIENCE, *CURRICULUM DEVELOPMENT, *DOCTORAL DEGREES, *SCIENCE EDUCATION, *TEACHER EDUCATION, ASSOCIATION FOR THE EDUCATION OF TEACHERS IN SCIENCE, CURRICULUM, DISTRICT OF COLUMBIA, DOCTORAL PROGRAMS, GRADUATE STUDY,

DOCTORAL PROGRAMS IN SCIENCE EDUCATION SHOULD HAVE ADMISSIONS REQUIREMENTS BASED ON ACADEMIC ABILITY, AGE, MATHEMATICS BACKGROUND, AND TEACHING EXPERIENCE. CANDIDATES SHOULD TAKE COURSE WORK EQUIVALENT TO A MASTER'S DEGREE IN ONE AREA OF SCIENCE AND A MINIMUM OF 1 YEAR OF STUDY, INCLUDING LABORATORY, IN THE OTHER MAJOR AREAS. ONE YEAR OF COLLEGE MATHEMATICS, INCLUDING CALCULUS, AND A YEAR OF STATISTICS, INCLUDING RESEARCH DESIGN AND COVARIANT ANALYSIS, SHOULD BE REQUIRED. CANDIDATES SHOULD BECOME FAMILIAR WITH PAST ADVANCES AND CURRENT DEVELOPMENTS IN SCIENCE EDUCATION. SEMINARS OR COURSE WORK SHOULD ALSO BE DEVOTED TO THE HISTORY AND PHILOSOPHY OF SCIENCE AND THE PSYCHOLOGICAL, SOCIOLOGICAL, AND PHILOSOPHICAL FOUNDATIONS OF EDUCATION. CANDIDATES SHOULD BE INVOLVED IN PROFESSIONAL ACTIVITIES AND EDUCATIONAL RESEARCH DURING A MINIMUM RESIDENCE REQUIREMENT OF 1 YEAR. THE DISSERTATION SHOULD DEMONSTRATE THE CANDIDATE'S ABILITY TO DO INDEPENDENT STUDY AND SHOULD BE REPORTED AT A CONFERENCE OR PUBLISHED. THIS ARTICLE IS PUBLISHED IN "THE SCIENCE TEACHER," VOLUME 33, NUMBER 7, OCTOBER 1966. (AG)

ED 012 235

SE 000 068

REVIEW OF RESEARCH STUDIES IN SCIENCE EDUCATION.

BY- TAYLOR, WAYNE AND OTHERS

MICHIGAN ST. UNIV., EAST LANSING

PUB DATE

66

EDRS PRICE MF-\$0.09 HC-\$2.04 51P.

DESCRIPTORS- *BIBLIOGRAPHIES, *EDUCATIONAL RESEARCH, *RESEARCH REVIEWS (PUBLICATIONS), *SCIENCE EDUCATION, *SECONDARY SCHOOL SCIENCE, ACADEMIC ACHIEVEMENT, ATTITUDES, BIOLOGY, CHEMISTRY, CURRICULUM, EARTH SCIENCE, EAST LANSING, EFFECTIVE TEACHING, EVALUATION, GENERAL SCIENCE, INSERVICE EDUCATION, INSTRUCTION, INSTRUCTIONAL MATERIALS, LEARNING, PHYSICAL SCIENCES, PHYSICS, SCIENCE FACILITIES, TEACHER EDUCATION, TEACHING METHODS,

SECONDARY SCHOOL SCIENCE EDUCATION RESEARCH STUDIES CONDUCTED DURING 1963-65 ARE REVIEWED AND COMPARED WITH THOSE REVIEWED DURING 1961-63. TITLES OF 195 RESEARCH REPORTS WERE OBTAINED FROM PERIODICALS, SERIAL AND NONSERIAL BULLETINS, AND INDEXES. ABSTRACTS OF 125 DOCUMENTS WERE OBTAINED AND REVIEWED BY A COMMITTEE. THE STUDIES WERE CLASSIFIED AS (1) SURVEY AND STATUS, (2) ANALYTICAL AND SURVEY, (3) EXPERIMENTAL, OR (4) CURRICULUM. DURING THE 2-YEAR PERIOD THE NUMBER OF SURVEY AND STATUS AND CURRICULUM STUDIES INCREASED WHILE THE NUMBER OF ANALYTICAL SURVEY AND EXPERIMENTAL STUDIES DECREASED. REVIEWS INCLUDE A SHORT DESCRIPTION OF THE STUDY AND RESULTS OBTAINED. A BIBLIOGRAPHY OF THE STUDIES INCLUDED IN THE REVIEW IS PRESENTED. (AG)

ED 012 236

SE 000 639

THE PSYCHOLOGICAL BASES OF SCIENCE--A PROCESS APPROACH.
BY- GAGNE, ROBERT
AMERICAN ASSN. FOR THE ADVANCEMENT OF SCIENCE
REPORT NUMBER AAAS-NISC-PUB-65-8 PUB DATE 65
DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS- #COURSE CONTENT, #CURRICULUM DEVELOPMENT,
#EDUCATIONAL OBJECTIVES, #ELEMENTARY SCHOOL SCIENCE,
#SCIENTIFIC METHODOLOGY, DISTRICT OF COLUMBIA, EDUCATIONAL
PSYCHOLOGY, LEARNING, SECONDARY SCHOOL SCIENCE, TEACHING
METHODS,

THE TEXTS OF THREE LECTURES CONSTITUTE THIS BOOKLET. TWO OF THESE LECTURES WERE USED TO SET THE PHILOSOPHICAL AND FUNCTIONAL TONE FOR THE 1963 AND 1964 AMERICAN ASSOCIATION FOR THE ADVANCEMENT OF SCIENCE WRITING CONFERENCES DURING WHICH "SCIENCE--A PROCESS APPROACH" WAS PRODUCED. THE THIRD LECTURE WAS PRESENTED TO TEACHERS WHO WERE PREPARING TO USE "SCIENCE--A PROCESS APPROACH." THE THREE ADDRESSES DISCUSS THE SAME TOPIC BUT EACH IN A CONTEXT APPROPRIATE TO ITS ORIGINAL PRESENTATION. INCLUDED IS A LIST OF GOALS FOR SCIENCE EDUCATION AND A RATIONALE FOR EMPHASIZING THE PROCESSES OF SCIENCE RATHER THAN PARTICULAR CONTENT. SUPPORT FROM EDUCATIONAL PSYCHOLOGY FOR THIS MODE OF EDUCATION IS GIVEN. THE HIGHLY COMPLEX PROCESSES COMPRISING THE INTELLECTUAL ACTIVITIES OF SCIENTISTS ARE REDUCED TO SUBUNITS. THE LEAST COMPLEX OF THESE SUBUNITS WOULD BE TAUGHT EARLIEST IN SCHOOL, LATER TO BE INTEGRATED TO FORM MORE COMPLEX PROCESSES. FOR INSTANCE, A CHILD WOULD BEGIN TO LEARN EARLY TO OBSERVE, CLASSIFY, COMMUNICATE, AND MEASURE. IN LATER YEARS, THESE AND OTHER FUNDAMENTAL PROCESS SKILLS WOULD BE USED AS PART OF MORE COMPLEX PROCESSES SUCH AS FORMULATING HYPOTHESES AND DRAWING INFERENCES. FACTS, PRINCIPLES, AND CONCEPTS WERE NOT TO BE ELIMINATED BY USING THIS MODE OF INSTRUCTION RATHER THE OPERATIONS AND PROCESSES OF SCIENCE WOULD BE LEARNED WITHIN THE CONTEXT OF KEY IDEAS FROM SCIENCE. FOR EXAMPLE, "THE DIVERSITY OF LIVING THINGS" IS A KEY IDEA THAT WOULD SERVE AS ONE OF THE VEHICLES FOR TEACHING PROCESSES OF SCIENCE. THIS BOOKLET ALSO DEALS WITH THE GRADE PLACEMENT OF PROCESS SKILLS AND OFFERS SPECIFIC EXAMPLES OF ACTIVITIES TO TEACH PROCESS SKILLS. THIS DOCUMENT IS AVAILABLE AS AAAS MISCELLANEOUS PUBLICATION 65-8 FROM THE AMERICAN ASSOCIATION FOR THE ADVANCEMENT OF SCIENCE, 1515 MASSACHUSETTS AVENUE, N.W., WASHINGTON, D.C. 20005, 35 PAGES. (RS)

ED 012 237

SE 000 750

PURCHASE GUIDE FOR PROGRAMS IN SCIENCE AND MATHEMATICS.
BY- SCHUBERT, LEO AND OTHERS
COUNCIL OF CHIEF STATE SCH. OFFICERS, WASH., D.C.
PUB DATE 66
DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS- #ELEMENTARY SCHOOL SCIENCE, #MATHEMATICS
MATERIALS, #SCIENCE EQUIPMENT, #SCIENCE FACILITIES,
#SECONDARY SCHOOL SCIENCE, ADMINISTRATOR GUIDES,
BIBLIOGRAPHIES, BIOLOGY, CHEMISTRY, DISTRICT OF COLUMBIA,
EARTH SCIENCE, NATIONAL SCIENCE FOUNDATION, PHYSICS,
SECONDARY SCHOOL MATHEMATICS,

THIS GUIDE IS DESIGNED TO ASSIST ELEMENTARY AND

SECONDARY TEACHERS, SUPERVISORS, AND SCHOOL ADMINISTRATORS IN THE PURCHASE OF SCIENCE AND MATHEMATICS EQUIPMENT. ITEMS ARE LISTED ALPHABETICALLY AND ARE CLASSIFIED AS BASIC, STANDARD, OR ADVANCED. DESCRIPTIONS INCLUDE (1) SCHOOL SUBJECTS IN WHICH THE ITEM IS USED, (2) THE MAJOR USE OF THE EQUIPMENT, AND (3) SPECIFICATIONS. OTHER SECTIONS PROVIDE INFORMATION ABOUT (1) REMODELING OF SCIENCE FACILITIES, (2) SCIENCE COURSE IMPROVEMENT PROJECTS, (3) MOBILE SCIENCE UNITS, (4) IMPROVISED BIOLOGY EQUIPMENT, (5) SEMIMICRO CHEMISTRY EQUIPMENT, (6) EARTH SCIENCE IN THE ELEMENTARY AND SECONDARY SCHOOLS, AND (7) ELECTRICITY AND ELECTRONICS EDUCATION. THIS BOOK WAS PUBLISHED BY GINN AND COMPANY, STATLER OFFICE BUILDING, BOSTON, MASSACHUSETTS, 476 PAGES, \$4.60. (AG)

ED 012 238

SE 001 473

SYMBOLIC SCIENCE LEARNING FOR THE BLIND.
BY- MALLINSON, GEORGE G. MALLINSON, JACQUELINE V.
PUB DATE MAY 67
DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS- #LEARNING, #SECONDARY SCHOOL SCIENCE, #SYMBOLIC
LEARNING, #VISUALLY HANDICAPPED, BRAILLE, CHICAGO,
HANDICAPPED STUDENTS, INSTRUCTIONAL MATERIALS, NATIONAL
ASSOCIATION OF RESEARCH IN SCIENCE TEACHING, PROGRAMED
INSTRUCTION,

DISCUSSED IS THE DEVELOPMENT AND TESTING OF BRAILLE-TYPE SCIENCE SYMBOLS FOR BLIND SECONDARY SCHOOL SCIENCE STUDENTS. A REVIEW OF SECONDARY SCIENCE TEXTBOOKS, STATE SCIENCE SYLLABUSES, COURSES OF STUDY, AND VOCABULARY LISTS WAS USED TO IDENTIFY 50 IMPORTANT RECURRING SCIENCE TERMS. THE TERMS WERE SUBMITTED FOR EVALUATION TO UNIVERSITY SCIENTISTS, SCIENCE EDUCATORS, AND SPECIALISTS IN THE TEACHING OF BLIND CHILDREN. MEANINGFUL SYMBOLS WERE DEVELOPED FOR 32 OF THE TERMS, AND SYMBOL REVISIONS WERE MADE ON THE BASIS OF A PILOT TEST WITH BLIND CHILDREN. THE ABILITY OF BLIND CHILDREN TO DIFFERENTIATE BETWEEN SCIENCE SYMBOLS AND BETWEEN SCIENCE SYMBOLS AND REGULAR BRAILLE SYMBOLS WAS DETERMINED THROUGH THE USE OF A SERIES OF CHECKER BOARDS ON WHICH STUDENTS MATCHED THE SYMBOLS INSCRIBED ON THE CHECKERS WITH THOSE ON THE BOARD. AVERAGE STUDENTS HAD LITTLE DIFFICULTY DISTINGUISHING BETWEEN DIFFERENT SCIENCE SYMBOLS AND BETWEEN SCIENCE SYMBOLS AND BRAILLE SYMBOLS. INTELLIGENCE AND EMOTIONAL STABILITY WERE SIGNIFICANTLY RELATED TO STUDENT PERFORMANCE. TEST PERFORMANCE GENERALLY IMPROVED WITH PRACTICE. THIS PAPER WAS PRESENTED AT THE ANNUAL MEETING OF THE NATIONAL ASSOCIATION FOR RESEARCH IN SCIENCE TEACHING (40TH, CHICAGO, FEBRUARY 24, 1967) AND WAS PUBLISHED IN "SCHOOL SCIENCE AND MATHEMATICS," VOLUME 67, NUMBER 5, WHOLE 592, MAY 1967. (AG)

ED 012 239

SE 001 653

A REVIEW OF NEW SCIENCE CURRICULUM MATERIALS.
BY- O'HEARN, GEORGE T.
WISCONSIN STATE DEPT. OF PUB. INSTR., MADISON
PUB DATE 66

EDRS PRICE MF-\$0.09 HC-\$1.96 39P.

DESCRIPTORS- #CURRICULUM DEVELOPMENT, #ELEMENTARY SCHOOL
SCIENCE, #SCIENCE COURSE IMPROVEMENT PROJECT, #SCIENCE
EQUIPMENT, #SCIENCE MATERIALS, #SECONDARY SCHOOL SCIENCE,
AMERICAN ASSOCIATION FOR THE ADVANCEMENT OF SCIENCE,

ASTRONOMY, BIBLIOGRAPHIES, BIOLOGICAL SCIENCE CURRICULUM STUDY, BIOLOGY, CHEMICAL BOND APPROACH, CHEMISTRY, EARTH SCIENCE, MADISON, MINNEAPOLIS, PHYSICAL SCIENCES, PHYSICS,

DESCRIBED ARE CURRICULUM MATERIALS PREPARED BY 22 ELEMENTARY AND SECONDARY SCIENCE COURSE IMPROVEMENT STUDY GROUPS. AN INTRODUCTORY SECTION DEALING WITH THE NEW CURRICULUM DISCUSSES THE FOLLOWING TOPICS--(1) CHANGES IN THE ACTIVITIES AND RESPONSIBILITIES OF TEACHERS AND STUDENTS, (2) COURSE CONTENT AND ORGANIZATION, (3) CURRICULUM MATERIALS DEVELOPMENT, (4) STUDENT ABILITY GROUPING, AND (5) IMPLICATIONS FOR TEACHER PREPARATION. ANOTHER SECTION IS DEVOTED TO INDIVIDUAL PROJECTS. INFORMATION CONCERNING THE PROJECTS INCLUDES (1) THE PROJECT TITLE, (2) THE PROJECT DIRECTOR'S NAME AS WELL AS THE LOCATION OF THE PROJECT CENTER, (3) THE RATIONALE OF THE PROJECT, AND (4) MATERIALS PRODUCED. TYPES OF MATERIALS INCLUDE TEACHER GUIDES, STUDENT TEXTBOOKS, LABORATORY MANUALS, SUPPLEMENTARY READINGS, PROGRAMED INSTRUCTIONAL MATERIALS, TESTS, SPECIAL EQUIPMENT AND KITS, AND FILMS AND OTHER AUDIOVISUAL AIDS. A FINAL SECTION INCLUDES AN EXTENSIVE LIST OF ARTICLES RELATIVE TO THE NEW SCIENCE CURRICULUM. THIS DOCUMENT IS AVAILABLE FROM THE WISCONSIN STATE DEPARTMENT OF PUBLIC INSTRUCTION, DIVISION OF INSTRUCTIONAL SERVICE, MADISON, WISCONSIN. (AG)

ED 012 240

SE 002 119

HIGHER EDUCATION AND THE DEMAND FOR SCIENTIFIC MANPOWER IN THE UNITED STATES, OECD REVIEWS OF NATIONAL POLICIES FOR SCIENCE AND EDUCATION.

BY- COCKCROFT, JOHN AND OTHERS
ORGANISATION FOR ECONOMIC COOPERATION AND DEV.

PUB DATE NOV 63

EDRS PRICE MF-\$D.18 HC-\$4.16 104P.

DESCRIPTORS- *EDUCATIONAL POLICY, *HIGHER EDUCATION, *SCIENCE EDUCATION, *SCIENTIFIC MANPOWER, *VOCATIONAL EDUCATION, COLLEGE SCIENCE, FRANCE, MANPOWER DEVELOPMENT, MANPOWER UTILIZATION, NATURAL SCIENCES, PARIS, SCIENCES, UNITED STATES,

PROBLEMS OF HIGHER EDUCATION IN THE UNITED STATES IN RELATION TO FUTURE DEMANDS FOR SCIENTIFIC AND TECHNICAL MANPOWER ARE CONSIDERED IN THIS 1963 REVIEW OF NATIONAL POLICIES CONDUCTED BY THE ORGANISATION FOR ECONOMIC COOPERATION AND DEVELOPMENT (OECD). A DESCRIPTION OF THE STRUCTURE OF THE UNITED STATES HIGHER EDUCATION SYSTEM EMPHASIZES (1) RESOURCES FOR EXPANSION, (2) THE SUPPLY OF UNDERGRADUATE AND GRADUATE STUDENTS AND TEACHERS, (3) THE QUALITY OF TEACHING, AND (4) FEDERAL SUPPORT. THE REMAINDER OF THE DOCUMENT IS CONCERNED WITH THE PROCEEDINGS OF THE MEETING BETWEEN THE ORGANISATION FOR ECONOMIC COOPERATION AND DEVELOPMENT COMMITTEE AND A DELEGATION FROM THE UNITED STATES. CONSIDERED IN THIS DISCUSSION ARE (1) ECONOMIC AND SOCIAL FACTORS RESPONSIBLE FOR SCIENTIFIC AND TECHNICAL EDUCATION, (2) THE SCIENTIFIC AND TECHNICAL MANPOWER SHORTAGE, (3) THE ROLE OF THE FEDERAL GOVERNMENT IN THE FINANCING OF HIGHER EDUCATION, AND (4) THE EFFECT OF FEDERAL SUPPORT OF SCIENCE ON HIGHER EDUCATION. THIS DOCUMENT IS ALSO AVAILABLE FROM THE MCGRAW-HILL BOOK COMPANY, OECD UNIT, THIS ANNEX, 351 WEST 41ST STREET, NEW YORK 36, NEW YORK, FOR \$1.00. (AG)

ED 012 241

SE 002 430

REGULATIONS AND SYLLABUSES 1966.

BY- JOHNSON, ARTHUR L. AND OTHERS
ASSOCIATED EXAMINING BOARD, ALDERSHOT, HAMPSHIRE

PUB DATE 66

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS- *EVALUATION, *SECONDARY SCHOOL EDUCATION, *STUDENT CERTIFICATION, *STUDENT EVALUATION, ALDERSHOT, ANATOMY, BIOLOGY, BOTANY, CHEMISTRY, COLLEGE SCIENCE, EARTH SCIENCE, ELECTRONICS, ENGLAND, ENGLISH, GENERAL SCIENCE, GEOLOGY, HISTORY, INDUSTRIAL ARTS, LATIN, MATHEMATICS, MODERN LANGUAGES, MUSIC, PHYSICS, PHYSIOLOGY, SECONDARY SCHOOL MATHEMATICS, SECONDARY SCHOOL SCIENCE, ZOOLOGY,

DESCRIBED IN THIS MANUAL ARE EXAMINATIONS USED IN 1966 IN AWARDING EDUCATIONAL CERTIFICATES TO STUDENTS IN ENGLISH SECONDARY SCHOOLS AND ESTABLISHMENTS FOR FURTHER EDUCATION. IT IS WRITTEN PRIMARILY FOR HEADS OF COLLEGES AND SCHOOLS AND DESCRIBES IN DETAIL THE PROCEDURES AND REGULATIONS FOR THE ADMINISTRATION OF EXAMINATIONS IN ALL SUBJECT AREAS. EXAMINATIONS MAY BE TAKEN AT THE ORDINARY OR ADVANCED LEVEL AND SPECIAL EXAMINATIONS ARE AVAILABLE FOR THE MORE ABLE STUDENTS. PRACTICAL EXAMINATIONS ARE REQUIRED IN MANY SUBJECT AREAS. SCIENCE EXAMINATIONS ARE GIVEN IN ANATOMY, BIOLOGY, BOTANY, CHEMISTRY, ELECTRONICS, GEOLOGY, HUMAN BIOLOGY, PHYSIOLOGY, PHYSICS, AND ZOOLOGY. INDIVIDUAL SYLLABUSES INCLUDE (1) GENERAL INFORMATION ON THE LENGTH AND NATURE OF THE EXAMINATION, AND (2) A DESCRIPTION OF THE SUBJECT MATTER PREREQUISITES. THIS DOCUMENT IS AVAILABLE AT NO COST TO HEADS OF COLLEGES AND SCHOOLS (OTHERS, \$1.75) FROM THE ASSOCIATED EXAMINING BOARD, WELLINGTON HOUSE, STATION ROAD, ALDERSHOT, HAMPSHIRE, ENGLAND, 218 PAGES, AT NOT COST FOR HEADS OF COLLEGES AND SCHOOLS AND APPROXIMATELY \$2.00, INCLUDING SECOND-CLASS AIRMAIL, FOR OTHERS. (AG)

ED 012 242

SE 002 451

REGULATIONS AND SYLLABUSES 1967.

ASSOCIATED EXAMINING BOARD, ALDERSHOT, HAMPSHIRE

PUB DATE 67

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS- *EDUCATIONAL CERTIFICATES, *EVALUATION, *STUDENT CERTIFICATION, *STUDENT EVALUATION, ALDERSHOT, ANATOMY, BIOLOGY, BOTANY, CHEMISTRY, COLLEGE SCIENCE, EARTH SCIENCE, ELECTRONICS, ENGLAND, ENGLISH, GENERAL SCIENCE, GEOLOGY, HISTORY, INDUSTRIAL ARTS, LATIN, MATHEMATICS, MODERN LANGUAGES, MUSIC, PHYSICS, PHYSIOLOGY, SECONDARY SCHOOL EDUCATION, SECONDARY SCHOOL MATHEMATICS, SECONDARY SCHOOL SCIENCE, ZOOLOGY,

DESCRIBED IN THIS MANUAL ARE EXAMINATIONS USED IN 1967 IN AWARDING EDUCATIONAL CERTIFICATES TO STUDENTS IN ENGLISH SECONDARY SCHOOLS AND ESTABLISHMENTS FOR FURTHER EDUCATION. IT IS WRITTEN PRIMARILY FOR HEADS OF COLLEGES AND SCHOOLS AND DESCRIBES IN DETAIL THE PROCEDURES AND REGULATIONS FOR THE ADMINISTRATION OF EXAMINATIONS IN ALL SUBJECT AREAS. EXAMINATIONS MAY BE TAKEN AT THE ORDINARY OR ADVANCED LEVEL AND SPECIAL EXAMINATIONS ARE AVAILABLE FOR THE MORE ABLE STUDENTS. PRACTICAL EXAMINATIONS ARE REQUIRED IN MANY SUBJECT AREAS. SCIENCE EXAMINATIONS ARE GIVEN IN ANATOMY, BIOLOGY, BOTANY, CHEMISTRY, ELECTRONICS, GEOLOGY, HUMAN BIOLOGY,

PHYSIOLOGY, PHYSICS, AND ZOOLOGY. INDIVIDUAL SYLLABUSES INCLUDE (1) GENERAL INFORMATION ON THE LENGTH AND NATURE OF THE EXAMINATION, AND (2) A DESCRIPTION OF THE SUBJECT MATTER PREREQUISITES. THIS DOCUMENT IS AVAILABLE FROM THE ASSOCIATED EXAMINING BOARD, WELLINGTON HOUSE, STATION ROAD, ALDRSHOT, HAMPSHIRE, ENGLAND, 239 PAGES, AT NO COST FOR HEADS OF COLLEGES AND SCHOOLS AND APPROXIMATELY \$2.00, INCLUDING SECOND-CLASS AIRMAIL, FOR OTHERS. (AG)

ED 012 243

SE 002 452

GUIDELINES FOR SCIENCE AND MATHEMATICS IN THE PREPARATION PROGRAM OF ELEMENTARY SCHOOL TEACHERS.

BY- VIALI, WILLIAM P. AND OTHERS

NATIONAL ASSN. OF STATE DIR. OF TEACH. EDUC. CERT.

AMERICAN ASSN. FOR THE ADVANCE. OF SCI., WASHINGTON, D.C.

REPORT NUMBER AAAS-MISC-PUB-63-7

PUB DATE

63

EDRS PRICE MF-30.00 HC-31.20

30P.

DESCRIPTORS- *COLLEGE SCIENCE, *CURRICULUM DEVELOPMENT, *ELEMENTARY SCHOOL SCIENCE, *TEACHER EDUCATION, COLLEGE MATHEMATICS, DISTRICT OF COLUMBIA, EDUCATIONAL PROGRAMS, ELEMENTARY SCHOOL MATHEMATICS, INSERVICE EDUCATION, PRESERVICE EDUCATION,

GUIDELINES FOR THE DEVELOPMENT OF EDUCATIONAL PROGRAMS FOR THE PREPARATION OF ELEMENTARY SCHOOL TEACHERS OF SCIENCE AND MATHEMATICS ARE PRESENTED. THEY ARE THE RESULTS OF A SERIES OF CONFERENCES THAT INCLUDED ELEMENTARY, HIGH SCHOOL, AND COLLEGE AND UNIVERSITY TEACHERS AS WELL AS ADMINISTRATORS, SCIENTISTS, MATHEMATICIANS, AND REPRESENTATIVES OF GOVERNMENT, INDUSTRY, AND OTHER ASSOCIATIONS AND GROUPS. IT IS SUGGESTED THAT THE GUIDELINES BE USED BY INSTITUTIONS OF HIGHER EDUCATION AND STATE EDUCATION AGENCIES IN DEVELOPING AND IMPROVING EDUCATIONAL PROGRAMS. MAJOR ASPECTS OF THE CURRICULUM CONSIDERED IN THE GUIDELINES INCLUDE--(1) THE ROLE OF THE ELEMENTARY SCHOOL AND SOCIETY, (2) GENERAL EDUCATION, (3) SUBJECT-MATTER ACHIEVEMENT AND INQUIRY TRAINING, (4) BREADTH OF PREPARATION IN SCIENCE AND MATHEMATICS, (6) PROFESSIONAL LABORATORY EXPERIENCES AND THE QUALIFICATIONS OF COOPERATING TEACHERS, (7) DEPTH OF STUDY IN SUBJECT AREAS, (8) 5TH- AND 6TH-YEAR TEACHER EDUCATION PROGRAMS, AND (9) INSERVICE EDUCATION. DETAILED EXPLANATIONS OF EACH GUIDELINE ARE INCLUDED. THIS DOCUMENT IS ALSO AVAILABLE AS AAAS MISCELLANEOUS PUBLICATION 63-7 FROM NASDTEC-AAAS STUDIES, 1515 MASSACHUSETTS AVENUE, N.W., WASHINGTON, D.C. 20005, AT NO COST. (AG)

ED 012 244

SE 002 453

SCIENCE AND TECHNOLOGY AS DEVELOPMENT FACTORS.

BY- LENGYEL, PETER

UNESCO, PARIS (FRANCE)

PUB DATE

66

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS- *ECONOMIC DEVELOPMENT, *SCIENCES, *SCIENTIFIC RESEARCH, *TECHNOLOGY, BIBLIOGRAPHIES, CZECHOSLOVAKIA, FRANCE, HUMAN RESOURCES, LATIN AMERICA, NATURAL RESOURCES, PARIS, SCIENTIFIC MANPOWER, UNESCO, UNITED KINGDOM,

PROCEEDINGS FROM A MEETING OF UNESCO'S ADVISORY COUNCIL TO ITS OFFICE OF ECONOMIC ANALYSIS AND ITS DIVISION OF SCIENCE POLICY ARE REPORTED. THE CENTRAL THEME OF THE

CONFERENCE IS SCIENCE AND TECHNOLOGY IN ECONOMIC DEVELOPMENT. AN INTRODUCTORY PAPER DEALS WITH RESOURCES IN SCIENCE AND TECHNOLOGY, THE INFLUENCE OF SCIENCE AND TECHNOLOGY ON DEVELOPMENT, AND ECONOMIC PLANNING IN RELATION TO SCIENCE AND TECHNOLOGY. A SECOND PAPER DISCUSSES CURRENT PROBLEMS IN THE UTILIZATION OF NATURAL RESOURCES IN LATIN AMERICA. THE SOCIAL AND PSYCHOLOGICAL PROBLEMS INVOLVED IN THE INTRODUCTION OF THE APPLICATIONS OF SCIENCE AND TECHNOLOGY INTO THE POPULATIONS OF DEVELOPING COUNTRIES ARE CONSIDERED IN A THIRD PAPER. THE CHARACTERISTICS OF RESEARCH, DEVELOPMENT, AND ECONOMIC GROWTH IN FOUR EUROPEAN COUNTRIES ARE DESCRIBED IN A SERIES OF CASE STUDIES. MOST OF THE PAPERS INCLUDE BIBLIOGRAPHIES. THIS DOCUMENT IS AVAILABLE AS THE "INTERNATIONAL SOCIAL SCIENCE JOURNAL," VOLUME 18, NUMBER 3, 1966 FROM UNESCO PUBLICATIONS CENTER, 317 EAST 34 STREET, NEW YORK, NEW YORK 10016, 468 PAGES, FOR \$2.00. (AG)

ED 012 245

SE 002 462

SAFETY IN THE CHEMICAL LABORATORY.

BY- STEERE, NORMAN V.

AMERICAN CHEMICAL SOC., EASTON, PA.,

PUB DATE

67

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS- *CHEMISTRY, *COLLEGE SCIENCE, *LABORATORY SAFETY, *SCHOOL SAFETY, *SECONDARY SCHOOL SCIENCE, ACCIDENT PREVENTION, EASTON,

MONTHLY ARTICLES ON LABORATORY SAFETY THAT APPEARED IN THE "JOURNAL OF CHEMICAL EDUCATION" BETWEEN JANUARY 1964, AND JANUARY 1967, ARE COMBINED IN THIS MANUAL FOR HIGH SCHOOL AND COLLEGE CHEMISTRY TEACHERS. A GENERAL SECTION DEALS WITH (1) RESPONSIBILITY FOR ACCIDENT PREVENTION, (2) SAFETY CONSIDERATION IN RESEARCH PROPOSALS, (3) A SAFETY SYMPOSIUM FOR HIGH SCHOOL STUDENTS, (4) A STUDY OF THE ATTITUDES OF WORKERS TOWARD ACCIDENT PREVENTION, (5) A UNIVERSITY PROGRAM IN LABORATORY MANAGEMENT AND SAFETY, (6) THE LITERATURE OF CHEMICAL SAFETY, AND (7) SOURCES OF INFORMATION ON HAZARDS. TOPICAL SECTIONS INCLUDE--(1) TOXICITY AND EXPOSURE LIMITS, (2) LABORATORY VENTILATION, (3) FLAMMABLE LIQUIDS, CONTAINER LABELING, AND STORAGE OF RECORDS AND CHEMICALS, (4) EYE PROTECTION AND BODY SHIELDING, (5) PEROXIDES AND DANGEROUS CHEMICALS, (6) COMPRESSED GASES AND CRYOGENIC FLUIDS, (7) UNATTENDED LABORATORY OPERATIONS, AND (8) DRINKING WATER AND MICROBIOLOGICAL CONTAMINATION AND LASER HAZARDS. SAFETY CONSIDERATIONS IN LABORATORY DESIGN ARE THE SUBJECT OF THE FINAL SECTION. A SERIES OF CASE HISTORIES OF LABORATORY ACCIDENTS AND FIRES IS INCLUDED. THE MANUAL IS INDEXED BY SUBJECT AND AUTHOR. THIS DOCUMENT IS AVAILABLE FROM THE CHEMICAL EDUCATION PUBLISHING COMPANY, TWENTIETH AND NORTHAMPTON STREETS, EASTON, PENNSYLVANIA 18042, 125 PAGES, FOR \$3.00. (AG)

ED 012 246

SE 002 483

SCIENCE FOR THE ACADEMICALLY TALENTED STUDENT IN THE SECONDARY SCHOOL; REPORT OF A CONFERENCE SPONSORED JOINTLY BY THE NATIONAL EDUCATION ASSOCIATION PROJECT ON THE ACADEMICALLY TALENTED STUDENT AND THE NATIONAL SCIENCE TEACHERS ASSOCIATION.

BY- DONALDSON, ROBERT R.

NATIONAL EDUCATION ASSN., WASHINGTON, D.C.

PUB DATE

59

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS- *ABLE STUDENTS, *CONFERENCE REPORTS, *SECONDARY SCHOOL SCIENCE, *SECONDARY SCHOOL STUDENTS, *STUDENT CHARACTERISTICS, *CARNegie CORPORATION, *COURSE CONTENT, *DISTRICT OF COLUMBIA, *FUTURE SCIENTISTS OF AMERICA FOUNDATION, *NATIONAL SCIENCE TEACHERS ASSOCIATION, *SCIENCE COURSES, *TEACHER CHARACTERISTICS, *TEACHING METHODS,

RESULTS OF A JOINT NATIONAL EDUCATION ASSOCIATION-NATIONAL SCIENCE TEACHERS ASSOCIATION CONFERENCE ON SCIENCE FOR ACADEMICALLY TALENTED STUDENTS ARE REPORTED. MAJOR TOPICS DISCUSSED ARE (1) THE IDENTIFICATION OF THE TALENTED STUDENT, (2) GUIDELINES FOR THE SELECTION OF COURSE CONTENT, (3) TEACHING METHODS, AND (4) DESIRABLE QUALITIES AND CHARACTERISTICS OF TEACHERS OF TALENTED STUDENTS. A FINAL SECTION CONTAINS A SUGGESTED SCIENCE PROGRAM FOR GRADES 7 TO 12. RECOMMENDATIONS INCLUDE--(1) A FIRM FOUNDATION IN GENERAL SCIENCE BY THE END OF GRADE 8, (2) NINTH-GRADE SCIENCE THAT HAS GENERAL EDUCATION OBJECTIVES AND DEALS WITH EARTH, PHYSICAL, OR BIOLOGICAL SCIENCE, (3) STRONG CHEMISTRY AND PHYSICS COURSES FOR GRADES 10 AND 11, AND (4) SEMINARS, CASE STUDIES, ADVANCED PLACEMENT COURSES, OR ADVANCED SCIENCE IN THE 12TH GRADE. IT IS FURTHER SUGGESTED THAT ALL COURSES INCLUDE LABORATORY ACTIVITIES. GUIDELINES FOR CURRICULUM DEVELOPMENT AND AN ANNOTATED BIBLIOGRAPHY ARE APPENDED. THIS DOCUMENT IS AVAILABLE FROM THE NATIONAL EDUCATION ASSOCIATION, 1201 SIXTEENTH STREET, N.W., WASHINGTON, D.C. 20006, 63 PAGES, FOR \$0.60. (AG)

ED 012 247

SE 002 484

THE CHANGING SCHOOL CURRICULUM.
BY- GOODLAD, JOHN I. AND OTHERS
FUND FOR THE ADVANCEMENT OF EDUCATION, NEW YORK

EDRS PRICE MF-\$0.10 HC-\$4.00 122P. PUB DATE AUG 66

DESCRIPTORS- *CURRICULUM DEVELOPMENT, *ELEMENTARY SCHOOL MATHEMATICS, *ELEMENTARY SCHOOL SCIENCE, *SECONDARY SCHOOL SCIENCE, *ANNOTATED BIBLIOGRAPHIES, *BIOLOGY, *CHEMICAL BOND APPROACH, *CHEMISTRY, *CURRICULUM EVALUATION, *EDUCATIONAL OBJECTIVES, *EVALUATION, *HEALTH EDUCATION, *INSTRUCTION, *NEW YORK CITY, *PHYSICAL SCIENCES, *PHYSICS, *SCIENCE COURSE IMPROVEMENT PROJECT, *SECONDARY SCHOOL MATHEMATICS, *SOCIAL SCIENCES,

DEVELOPMENTS IN ELEMENTARY AND SECONDARY SCHOOL CURRICULUM REVISION FROM 1950 TO 1963 ARE REVIEWED AND EVALUATED. SCHOOL VISITATIONS, PROGRESS REPORTS, PROJECT CRITIQUES, AND INTERVIEWS AND CORRESPONDENCE WITH PROJECT DIRECTORS WERE USED TO OBTAIN INFORMATION ABOUT CURRICULUM DEVELOPMENT PROJECTS. PROJECT DESCRIPTIONS GENERALLY INCLUDE--(1) A BRIEF HISTORICAL REVIEW, (2) AN EXPLANATION OF THE RATIONALE AND MAJOR THEME, (3) MATERIALS DEVELOPED, AND (4) CURRENT STATUS AND FUTURE PLANS. MATHEMATICS, SOCIAL SCIENCES, PHYSICAL AND BIOLOGICAL SCIENCE, AND HEALTH EDUCATION PROJECTS ARE CONSIDERED. A FINAL SECTION IS DEVOTED TO (1) EDUCATIONAL OBJECTIVES, (2) CURRICULUM ORGANIZATION AND EVALUATION, AND (3) INSTRUCTION. THE REPORT ALSO INCLUDES A COMPREHENSIVE ANNOTATED BIBLIOGRAPHY. THIS DOCUMENT IS ALSO AVAILABLE FROM THE FUND FOR THE ADVANCEMENT OF EDUCATION, 477 MADISON AVENUE, NEW YORK, NEW YORK 10022, AT NO COST. (AG)

ED 012 248

SE 002 500

ANNOTATED BIBLIOGRAPHY OF GEOLOGICAL EDUCATION.
BY- BERG, J. ROBERT AND OTHERS
AMERICAN GEOLOGICAL INST., WASHINGTON, D.C.

EDRS PRICE MF-\$0.09 HC-\$1.16 29P. PUB DATE 1963

DESCRIPTORS- *ANNOTATED BIBLIOGRAPHIES, *COLLEGE SCIENCE, *CURRICULUM, *EARTH SCIENCE, *GEOLOGY, *SCIENCE EDUCATION, *AMERICAN GEOLOGICAL INSTITUTE, *DISTRICT OF COLUMBIA, *GEOSTUDY PROGRAM, *GRADUATE STUDY, *NATIONAL ASSOCIATION OF GEOLOGY TEACHERS, *NATIONAL SCIENCE FOUNDATION, *UNDERGRADUATE STUDY,

ARTICLES ABOUT GEOLOGICAL EDUCATION WRITTEN DURING THE PERIOD 1919-62 ARE INCLUDED IN THIS ANNOTATED BIBLIOGRAPHY. RECOMMENDATIONS OF INDIVIDUAL EDUCATORS AND PROFESSIONAL GROUPS FOR THE UNDERGRADUATE AND GRADUATE PREPARATION OF GEOLOGISTS ARE CONTAINED IN MOST OF THE ITEMS. THE ARTICLES WERE ORIGINALLY PUBLISHED IN PROFESSIONAL JOURNALS OR BULLETINS. THEY ARE LISTED CHRONOLOGICALLY AND INCLUDE COMPLETE CITATIONS AND A BRIEF RESUME OF THE CONTENT. AN ALPHABETICAL AUTHOR LIST IS INCLUDED. THIS DOCUMENT IS ALSO AVAILABLE FROM THE AMERICAN GEOLOGICAL INSTITUTE, 1444 N. STREET, WASHINGTON, D.C., 20005, AT NO COST. (AG)

ED 012 249

SE 002 501

DIRECTORY OF GEOSCIENCE DEPARTMENTS - UNITED STATES AND CANADA.
AMERICAN GEOLOGICAL INST., WASHINGTON, D.C.

EDRS PRICE MF-\$0.10 HC-\$4.00 122P. PUB DATE 1966

DESCRIPTORS- *COLLEGE SCIENCE, *DIRECTORIES, *EARTH SCIENCE, *GEOLOGY, *SCIENCE DEPARTMENTS, *CANADA, *DISTRICT OF COLUMBIA, *EDUCATIONAL PROGRAMS, *GEOSCIENCE, *SCIENCE TEACHERS, *UNITED STATES,

UNITED STATES AND CANADIAN COLLEGES AND UNIVERSITIES THAT OFFER COURSE WORK AND/OR DEGREES IN GEOSCIENCE ARE LISTED IN THIS DIRECTORY. IN SECTION I, DEGREE-GRANTING INSTITUTIONS ARE LISTED BY GEOGRAPHICAL AREA. FOR EACH INSTITUTION, INFORMATION CONCERNING (1) THE HIGHEST DEGREE OFFERED AND (2) THE AVAILABILITY OF TEACHER EDUCATION PROGRAMS AND SUMMER FIELD CAMPS IS INCLUDED. ANOTHER LIST, ARRANGED ALPHABETICALLY, GIVES DETAILED INFORMATION ON FACULTY, COURSE OFFERINGS, AND REQUIREMENTS OF EACH DEPARTMENT. SECTION II IS AN ALPHABETICAL LISTING OF 2,900 FACULTY MEMBERS IN THE DEPARTMENTS OF THE DEGREE-GRANTING INSTITUTIONS. THE AREA OF SPECIALIZATION OF EACH PERSON IS DESCRIBED. SECTION III LISTS COLLEGES THAT OFFER COURSES IN GEOLOGY OR EARTH SCIENCE, BUT DO NOT OFFER A MAJOR. SECTION IV CONTAINS DETAILED INFORMATION ABOUT SUMMER FIELD COURSES. A FINAL SECTION LISTS SOURCES OF FELLOWSHIPS AND FINANCIAL AID FOR UNDERGRADUATE AND GRADUATE STUDY IN EARTH SCIENCE. THIS DOCUMENT IS AVAILABLE FROM THE AMERICAN GEOLOGICAL INSTITUTE, 1444 N. STREET, N.W., WASHINGTON, D.C. 20005, 180 PAGES, \$4.00. (AG)

ED 012 250

SE 002 502

NATURE CENTERS AND OUTDOOR EDUCATION FACILITIES.
NATIONAL AUDUBON SOCIETY, NEW YORK, N.Y.

EDRS PRICE MF-\$0.10 HC-\$4.00 122P. PUB DATE MAR 67

EDRS PRICE MF-\$0.09 HC-\$0.80 TOP.

DESCRIPTORS- *COLLEGE SCIENCE, *DIRECTORIES, *ELEMENTARY SCHOOL SCIENCE, *NATURE CENTERS, *OUTDOOR EDUCATION, *SCIENCE FACILITIES, *SECONDARY SCHOOL SCIENCE, BIOLOGY, CONSERVATION EDUCATION, NEW YORK CITY, SCIENCE CENTERS,

A PARTIAL LIST OF NATURE CENTERS AND OUTDOOR EDUCATION FACILITIES IN THE UNITED STATES ARE INCLUDED IN THIS DIRECTORY. AN INTRODUCTORY SECTION DESCRIBES THE GENERAL NATURE OF THE FACILITIES INCLUDED IN TYPICAL CENTERS. TYPES OF CENTERS INCLUDE MUSEUMS, NATURE SANCTUARIES, ARBORETUMS, CAMPS, AND LABORATORIES. ITEMS ARE LISTED ALPHABETICALLY BY STATE AND USUALLY INCLUDE--(1) THE NAME, ADDRESS, AND PHONE NUMBER OF THE SPONSORING ORGANIZATION, (2) THE GROUP OR GROUPS FOR WHICH THE CENTER IS BEST SUITED, (3) UNUSUAL OR OUTSTANDING FEATURES, AND (4) THE LENGTH OF THE OPERATING SEASON. THIS DOCUMENT IS ALSO AVAILABLE FROM THE NATIONAL AUDUBON SOCIETY, 1130 FIFTH AVENUE, NEW YORK, NEW YORK 10020, FOR \$1.00. (AG)

ED 012 251

SE 002 537

THE NEW SCHOOL SCIENCE, A REPORT TO SCHOOL ADMINISTRATORS ON REGIONAL ORIENTATION CONFERENCES IN SCIENCE.

BY- VIALI, WILLIAM P. AND OTHERS

AMERICAN ASSN. FOR THE ADVANCEMENT OF SCIENCE

REPORT NUMBER AAAS-MISC-PUB-63-6

PUB DATE

63

EDRS PRICE MF-\$0.18 HC-\$4.00 100P.

DESCRIPTORS- *CURRICULUM DEVELOPMENT, *ELEMENTARY SCHOOL SCIENCE, *SECONDARY SCHOOL SCIENCE, ADMINISTRATION, BIOLOGY, CHEMICAL BOND APPROACH, CHEMISTRY, CURRICULUM, DISTRICT OF COLUMBIA, EARTH SCIENCE, EARTH SCIENCE CURRICULUM PROJECT, NATIONAL SCIENCE FOUNDATION, NATURAL SCIENCES, PHYSICS, SCHOOL ADMINISTRATION, SCIENCE COURSE IMPROVEMENT PROJECT, SUPERVISION,

INFORMATION ON RECENT CURRICULUM REVISIONS IN ELEMENTARY AND SECONDARY SCIENCE IS PRESENTED. THE CHAPTERS INCLUDE MATERIALS FROM PAPERS THAT WERE PRESENTED AT NINE REGIONAL CONFERENCES OF THE AMERICAN ASSOCIATION FOR THE ADVANCEMENT OF SCIENCE. THE INTRODUCTORY CHAPTER RELATES CURRICULUM MODIFICATION TO CHANGING SOCIAL STRUCTURE AND CONCOMITANT CHANGES IN THE OBJECTIVES OF EDUCATION. THE ADMINISTRATOR'S ROLE IN BRINGING ABOUT CURRICULUM CHANGE IS ALSO CONSIDERED. SUBSEQUENT CHAPTERS DESCRIBE SPECIFIC SCIENCE COURSE IMPROVEMENT PROJECTS IN EARTH SCIENCE, BIOLOGY, CHEMISTRY, AND PHYSICS. DESCRIPTIONS GENERALLY INCLUDE (1) BACKGROUND INFORMATION, (2) AN EXPLANATION OF THE THEME OF THE COURSE, (3) THE STUDENT POPULATION FOR WHICH THE COURSE IS INTENDED, (4) MATERIALS PRODUCED, (5) ESSENTIAL FACILITIES AND EQUIPMENT, (6) IMPLICATIONS FOR TEACHER EDUCATION, AND (7) FUTURE PLANS. OTHER CHAPTERS ARE DEVOTED TO THE SCIENCE MANPOWER PROJECT, K-12 SCIENCE PROGRAMS, AND ELEMENTARY AND JUNIOR HIGH SCHOOL SCIENCE. A FINAL CHAPTER IDENTIFIES THE RESPONSIBILITY OF SCHOOL ADMINISTRATORS IN SCIENCE CURRICULUM DEVELOPMENT AND IMPLEMENTATION. TOPICS DISCUSSED ARE MOTIVATION OF PERSONNEL, PLANNING, PUBLIC RELATIONS, INSERVICE EDUCATION, PRODUCTION AND STORAGE OF MATERIALS, COSTS, AND EVALUATION. THIS DOCUMENT IS ALSO AVAILABLE AS AAAS MISCELLANEOUS PUBLICATION 63-6 FROM THE AMERICAN ASSOCIATION FOR THE ADVANCEMENT OF SCIENCE, 1515

MASSACHUSETTS AVENUE, N.W., WASHINGTON, D.C. 20005, FOR \$0.25 (AG)

ED 012 252

SE 002 552

THE DIFFERENTIAL EFFECT OF INTERIM TESTING IN THE USE OF AN AUTO-INSTRUCTIONAL PROGRAM IN AN AREA OF GENERAL SCIENCE FOR TEACHERS.

BY- SHELL, WILLIAM B. TRIPP, JOHN D.
AUBURN UNIV., ALA.

PUB DATE AUG 67

CONTRACT OEC-2-7-068294-0177

EDRS PRICE MF-\$0.09 HC-\$2.00 50P.

DESCRIPTORS- *ACADEMIC ACHIEVEMENT, *COLLEGE SCIENCE, *EVALUATION, *GENERAL SCIENCE, *INSTRUCTIONAL PROCEDURES, *PROGRAMED INSTRUCTION, ATOMIC STRUCTURE, AUBURN, CHEMICAL BONDING, LEARNING, NELSON DENNY READING TEST, RETENTION, SEQUENTIAL TEST OF EDUCATIONAL PROGRESS, TEACHER EDUCATION, TESTING,

THE EFFECT OF INTERIM TESTING ON THE IMMEDIATE ACHIEVEMENT AND THE SUBSEQUENT RETENTION OF COLLEGE SCIENCE STUDENTS IS EXAMINED. EXPERIMENTAL AND CONTROL GROUPS WERE RANDOMLY SELECTED FROM TWO INTACT GENERAL SCIENCE CLASSES FOR STUDENTS OF TEACHER EDUCATION. BOTH GROUPS WERE TAUGHT ATOMIC STRUCTURE AND BONDING THROUGH THE USE OF PROGRAMED MATERIALS. RESULTS OF PRETESTS FOR READING LEVEL AND SCIENCE ACHIEVEMENT WERE USED TO ESTABLISH ABILITY GROUPS. BOTH GROUPS WERE TESTED AT THE CONCLUSION OF THE INSTRUCTIONAL PERIOD, FOR SCIENCE ACHIEVEMENT, AND 6 WEEKS LATER FOR RETENTION. FIVE INTERIM TESTS WERE ADMINISTERED TO STUDENTS IN THE EXPERIMENTAL GROUP. A QUESTIONNAIRE WAS USED TO ASCERTAIN STUDENT'S OPINIONS OF THE PROGRAM. ANALYSIS OF COVARIANCE WAS USED TO COMPARE POST-TEST ACHIEVEMENT AND RETENTION TEST SCORES. STUDENTS IN THE AVERAGE AND LOW ABILITY SUBGROUPS OF THE EXPERIMENTAL GROUP MADE SIGNIFICANTLY HIGHER SCORES ON THE ACHIEVEMENT POST-TEST AND THE RETENTION TEST THAN DID STUDENTS IN SIMILAR SUBGROUPS OF THE CONTROL GROUP. EXPERIMENTAL STUDENTS IN THE HIGH ABILITY SUBGROUP WERE SIGNIFICANTLY BETTER ON ONLY THE RETENTION TESTS. STUDENT OPINIONS INDICATED THEY PREFERRED PROGRAMED INSTRUCTION FOR CERTAIN COURSE UNITS. (AG)

ED 012 253

SF 000 275

A REPORT ON THE SECOND YEAR, 1964-65, OF THE URBAN SEMESTER, A PROGRAM IN TEACHER EDUCATION OF THE ASSOCIATED COLLEGES OF THE MIDWEST.

ASSOCIATED COLLEGES OF THE MIDWEST, CHICAGO, ILL.

PUB DATE SEP 65

EDRS PRICE MF-\$0.18 HC-\$2.80 70P.

DESCRIPTORS- *EVALUATION, *PROGRAM DESCRIPTIONS, *SEMINARS, *STUDENT TEACHING, *URBAN SCHOOLS ASSOCIATED COLLEGES OF THE MIDWEST (ACM), BIBLIOGRAPHIES, CHICAGO, DISADVANTAGED SCHOOLS, EFFECTIVE TEACHING, TABLES (DATA), TEACHER SUPERVISION,

TO PREPARE STUDENTS FOR TEACHING IN URBAN SCHOOLS, 27 SELECTED SENIOR STUDENTS FROM ASSOCIATED COLLEGES OF THE MIDWEST (ACM) SPENT 16 WEEKS (BEGINNING IN SEPTEMBER 1964) OBSERVING, TEACHING, AND STUDYING IN CHICAGO. THE FIRST 8 WEEKS WERE SPENT IN AN AVERAGE SOCIOECONOMIC-LEVEL SCHOOL AND

THE FINAL 8 WEEKS IN A DISADVANTAGED SCHOOL. THE STUDENTS WERE CLOSELY SUPERVISED BY TWO SPONSOR TEACHERS AND WERE EXPECTED TO PARTICIPATE IN A VARIETY OF EXTRA-CLASS ACTIVITIES AND TO SUBMIT WEEKLY LOGS DESCRIBING THEIR ACTIVITIES. SEMINARS WERE HELD IN (1) URBAN SOCIOLOGY, DEALING WITH VARIOUS POINTS OF VIEW ON ISSUES RELATED TO YOUTH AND THEIR PROBLEMS IN URBAN AREAS AND (2) URBAN EDUCATION, CONCERNED WITH THE OBJECTIVES, PRACTICES, AND PROBLEMS OF CITY SCHOOLS AND BASIC PROBLEMS OF STUDENT TEACHING. FIELD TRIPS AND VIDEOTAPE RECORDINGS OF THE STUDENTS' TEACHING BEHAVIOR WERE ALSO EMPLOYED. TO FACILITATE THE EXCHANGE OF IDEAS AND EXPERIENCES THE STUDENTS AND FACULTY SUPERVISORS WERE HOUSED TOGETHER IN AN APARTMENT-HOTEL NEAR THE UNIVERSITY OF CHICAGO. OVERALL EVALUATION OF THE 1964 PROGRAM BY THE PARTICIPATING STUDENTS WAS VERY FAVORABLE, PARTICULARLY WITH REGARD TO THE RICHNESS OF THE STUDENT TEACHING EXPERIENCE. THE HANDBOOK FURNISHES DESCRIPTIVE INFORMATION ABOUT THE PROGRAM AND OUTLINES THE RESPONSIBILITIES OF STAFF PARTICIPANTS. THIS DOCUMENT IS ALSO AVAILABLE FROM THE NORTHFIELD OFFICE, PROGRAMS IN TEACHER EDUCATION, 208 ELM STREET, NORTHFIELD, MINNESOTA 55057. (AM)

ED 012 254

SP 000 587

THE ELEMENTARY EDUCATION SELECTION RESEARCH PROJECT.
BY- MASCHO, BETH V. AND OTHERS
BALL STATE UNIV., MUNCIE, IND.

PUB DATE

66

EDRS PRICE MF-\$0.09 HC-\$1.80 45P.

DESCRIPTORS- *EDUCATION MAJORS, *STUDENT CHARACTERISTICS, *TEACHER SELECTION, ACADEMIC ACHIEVEMENT, ADMISSION (SCHOOL), COMPOSITE PROFESSIONAL PERFORMANCE SCORE (CPPS), EFFECTIVE TEACHING, ELEMENTARY EDUCATION, EVALUATION, INSERVICE TEACHER EDUCATION, INTERVIEWS, MUNCIE, PRESERVICE EDUCATION, RETENTION, SEQUENTIAL TESTS OF EDUCATION PROGRESS (STEP), STANDARDIZED TESTS, STUDENT ATTITUDES, STUDENT TEACHERS,

A STUDY OF SELECTION AND RETENTION OF CANDIDATES FOR ELEMENTARY TEACHER EDUCATION PROGRAMS WAS DESIGNED TO TEST AND IMPROVE THE SELECTION OF TEACHER CANDIDATES. THE 8-YEAR, CROSS SECTIONAL, LONGITUDINAL STUDY INVOLVED THREE MATCHED GROUPS (N=802) OF MATRICULATED FRESHMEN ELEMENTARY EDUCATION MAJORS DURING THE 1957-60 PERIOD. SCORES ON 11 STANDARDIZED TESTS WERE DESIGNED TO MEASURE SUCH VARIABLES AS PERSONALITY, MOTIVATION, INTEREST, ATTITUDES, AND SCHOLASTIC APTITUDE. HIGH SCHOOL RECORDS AND COLLEGE GRADES MADE UP THE REMAINDER OF THE OBJECTIVE DATA. SUBJECTIVE DATA CONSISTED OF SEVEN RECORDED PROFESSIONAL JUDGMENTS, FOUR OBTAINED DURING PRESERVICE TRAINING, AND THREE DURING THE SUBJECT'S 1ST INSERVICE YEAR. OF THE OBJECTIVE DATA, ONLY SELECTED SCALES OF THE MINNESOTA MULTIPHASIC PERSONALITY INVENTORY AND THE DYNAMIC FACTOR OPINION SURVEY APPEARED TO BE EFFECTIVE AS SCREENING DEVICES AT THE PRESERVICE LEVEL. INTERVIEWS DURING THE FRESHMEN YEAR INDICATED A SIGNIFICANT RELATIONSHIP BETWEEN EMOTIONAL BALANCE AND MOTIVATION, AND PRESERVICE COMPETENCE. AT THE SOPHOMORE LEVEL, ONLY SOCIAL INTELLIGENCE WAS SIGNIFICANTLY CORRELATED WITH PRESERVICE TEACHING SUCCESS. BASED ON STUDIES USING EITHER PRE- OR IN-SERVICE CRITERIA OF COMPETENCE, A SIGNIFICANT RELATIONSHIP WAS FOUND BETWEEN PRE- AND IN-SERVICE ASSESSMENTS OF COMPETENCE. RECOMMENDATIONS FOR INSTITUTIONAL USE OF THE FINDINGS ARE INCLUDED. (HA)

ED 012 255

SP 000 590

ORIENTATION HELD FOR NEW MEMBERS OF PARTNERSHIP TEACHING PROGRAM.

BY- PORTER, NOMA

WOMENS EDUCATIONAL AND INDUSTRIAL UNION, BOSTON

PUB DATE 30 AUG 66

EDRS PRICE MF-\$0.09 HC-\$1.80 47P.

DESCRIPTORS- *ELEMENTARY SCHOOL TEACHERS, *PART TIME TEACHING, *PARTNERSHIP TEACHERS, *TEACHING PROGRAMS, BOSTON, ORIENTATION MATERIALS, PILOT PROJECTS, TEACHER ORIENTATION, TEACHER RECRUITMENT,

TO DRAW ON THE UNTAPPED SUPPLY OF WOMEN, CERTIFIED FOR BUT NOT NOW TEACHING, WHO ARE AVAILABLE FOR PART-TIME WORK, A PARTNERSHIP TRAINING PROGRAM WAS BEGUN IN A PILOT STUDY. EACH OF NINE PAIRS OF TEACHERS SHARED ONE FULL-TIME POSITION. A 1-DAY ORIENTATION MEETING FOR TEACHERS AND PRINCIPALS PRECEDED ASSIGNMENT TO THE ELEMENTARY SCHOOL CLASSROOM. AFTER 1 YEAR OF OPERATION, IT WAS FELT THAT THE TEACHERS WORKED EFFECTIVELY IN CURRICULUM PLANNING, IN STUDENT EVALUATION, AND IN PARENT-TEACHER CONFERENCES, AND THAT THEIR TEACHING PERFORMANCE EXCEEDED THAT OF A FULL-TIME TEACHER. FURTHER, UNDER THE PARTNERSHIP PLAN THE NEED FOR SUBSTITUTES IS REDUCED SINCE A PARTNER CAN SERVE A FULL DAY WHEN NECESSARY. (HA)

ED 012 256

SP 000 573

A THEORETICAL MODEL FOR RESEARCH IN EDUCATION.

BY- ARMSTRONG, JENNY R.

PUB DATE 17 FEB 67

EDRS PRICE MF-\$0.09 HC-\$0.40 10P.

DESCRIPTORS- *EDUCATIONAL RESEARCH, *MODELS, *RESEARCH METHODOLOGY, CONTROL GROUPS, CURRICULUM RESEARCH, INSTRUCTIONAL DESIGN, LEARNING, NEW YORK CITY,

THE FAILURE OF EDUCATIONAL RESEARCH TO CONTRIBUTE LARGE CONSISTENT BODIES OF KNOWLEDGE ABOUT THE EDUCATIONAL PROCESS HAS BEEN DUE TO FIVE MAJOR FACTORS--(1) FAULTY EXPERIMENTAL DESIGN, (2) FAILURE TO CONSIDER ALL OF THE MAJOR INPUT ELEMENTS OF THE EDUCATIONAL PROCESS, (3) FAILURE TO MAKE MEANINGFUL COMPARISONS (FOR EXAMPLE THE CONTROL GROUP IS NOT AN APPROPRIATE CONTROL FOR THE TREATMENT VARIABLE), (4) CONFOUNDING OF VARIABLES, (FOR EXAMPLE DEDUCTIVE APPROACH WITH CONCRETE MATERIALS AS OPPOSED TO INDUCTIVE APPROACH WITHOUT CONCRETE MATERIALS), AND (5) FAILURE TO RESEARCH OVERLAP BETWEEN HIGHER ORDER INPUT AND OUTPUT VARIABLES. TO COMBAT THESE FAILURES A THEORETICAL MODEL FOR RESEARCH WHICH DETAILS THE FOUR MAJOR INPUT ELEMENTS (CURRICULUM, INSTRUCTION, TEACHER, AND LEARNER) AND OUTPUT (LEARNING) ELEMENTS OF THE EDUCATIONAL PROCESS IS PRESENTED. IN ADDITION, A GENERAL DESIGN AND LAYOUT FOR CLASSROOM RESEARCH WHICH INVOLVES (1) A STRATIFIED RANDOM SAMPLING OF BOTH TEACHER AND PUPIL POPULATIONS, (2) THE RANDOM ASSIGNING OF TEACHERS AND PUPILS TO THE FOUR ELEMENTS, AND (3) THE DESIGNATION OF SOME PHASE OF LEARNING AS THE DEPENDENT VARIABLE IS BRIEFLY OUTLINED. THIS PAPER WAS PRESENTED AT THE ANNUAL MEETING OF THE AMERICAN EDUCATIONAL RESEARCH ASSOCIATION (NEW YORK, FEBRUARY 17, 1967). (LC)

ED 012 257

SP DDD 876

THE CONTINUING SEARCH FOR CRITERIA.

BY- BROUDY, M.S.

AMERICAN ASSN. OF COLL. FOR TEACHER EDUC., WASH., D.C.

REPORT NUMBER AACTE-PAPER-3

PUB DATE 31 JAN 67

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS- *CLASSROOM ENVIRONMENT, *EFFECTIVE TEACHING, *PROFESSIONAL TRAINING, *TEACHER EDUCATION, *TEACHER EVALUATION, BEHAVIOR RATING SCALES, CHICAGO, OBSERVATION, PERSONALITY STUDIES, PUBLIC SCHOOLS, SPECIALISTS, TEACHING TECHNIQUES,

EDUCATIONAL CONTROL OF THE PUBLIC SCHOOLS RESTS ON THE ASSUMPTION THAT THERE IS A SUBSTANTIVE BODY OF KNOWLEDGE ABOUT TEACHING FOR WHICH PROFESSIONAL PREPARATION IS NECESSARY. IF SO, THE TEACHER MUST BE EVALUATED NOT AS A PERSON BUT AS A FUNCTIONARY IN A SPECIAL SITUATION (THE CLASSROOM). FOR THAT PURPOSE, CRITERIA ARE NECESSARY. PERSONALITY TRAITS, TEACHER-PUPIL INTERACTIONS, AND ADMINISTRATIVE RATINGS OF TEACHING SUCCESS ARE HELD TO BE BLIND ALLEYS, WHILE OBSERVATIONAL SCHEDULES CANNOT TAKE THE PLACE OF EXPERTISE. CERTIFICATION BY A TEACHER-TRAINING INSTITUTION AND DEMONSTRATIONS OF TECHNICAL COMPETENCE ARE NOT ENOUGH. INSTEAD, PENDING SUFFICIENT KNOWLEDGE TO PERMIT SYSTEMS ANALYSIS THAT WILL RELATE TRAINING TO SUCCESS BEHAVIOR, A MORE MODEST ANALYSIS OF CLASSROOM BEHAVIOR IS ADVOCATED; LEADING TO GLOBAL JUDGMENTS TO BE REFINED BY EXPERTS. FOR EXAMPLE, THE QUESTION IS NOT ONE OF ONE TEACHING STYLE VERSUS ANOTHER, BUT OF THE GOODNESS WITH WHICH A GIVEN TEACHING STYLE IS IMPLEMENTED--AS JUDGED BY EXPERTS, JUST AS APPLES ARE GRADED BY JUDGES AT A FAIR. TO DISCRIMINATE AMONG TEACHERS WHO ARE EQUAL IN JUDGED CLASSROOM PERFORMANCE, PROFESSIONAL EXAMINATIONS LIKE THOSE GIVEN TO PHYSICIANS AND OTHER LICENSED PROFESSIONS ARE ADVOCATED, ONES THAT ASK QUESTIONS OF THE SORT "WHAT WOULD YOU DO IF...." THIS DOCUMENT WAS PUBLISHED BY THE AMERICAN ASSOCIATION OF COLLEGES FOR TEACHER EDUCATION, 1201 SIXTEENTH STREET, N.W., WASHINGTON, D.C. 20036 AND WAS PRESENTED, AS A PAPER, AT THE ANNUAL MEETING OF THE AMERICAN ASSOCIATION OF COLLEGES FOR TEACHER EDUCATION (19TH, CHICAGO, FEBRUARY 16, 1967). (AF)

ED 012 258

SP DDD 803

PROCEEDINGS OF THE 1964 ANNUAL MEETING OF THE AMERICAN ASSOCIATION OF COLLEGES FOR TEACHER EDUCATION, FREEDOM WITH RESPONSIBILITY IN TEACHER EDUCATION, 17TH YEARBOOK (CHICAGO, 1964).

BY- CUZON DU REST, LUCY

AMERICAN ASSN. OF COLL. FOR TEACHER EDUC., WASH., D.C.

PUB DATE 64

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS- *EDUCATIONAL CHANGE, *RESEARCH, *SOCIAL CHANGE, *SOCIOECONOMIC INFLUENCES, *TEACHER EDUCATION, AFRICAN CULTURE, CONANT REPORT, DISTRICT OF COLUMBIA, EDUCATIONAL OBJECTIVES, EDUCATIONAL PSYCHOLOGY, INNOVATION, PUBLIC RELATIONS, TEACHER CERTIFICATION,

THIS COLLECTION OF 10 PAPERS DEALS WITH THE NEED TO MEET FUNDAMENTAL CHANGE IN THE STRUCTURE OF SOCIETY BY INNOVATIVE AND APPROPRIATE METHODS IN TEACHER EDUCATION. THE 10 ARE--(1) "TEACHER EDUCATION--A SHARED RESPONSIBILITY," BY WARREN C.

LOVINGER, (2) "CERTIFICATION OF TEACHERS--THE RESTRICTED STATE APPROVED PROGRAM APPROACH," BY JAMES B. CONANT, (3) COMMENTS ON THE CONANT REPORT, BY (4) HAROLD TAYLOR AND (5) FRANCIS S. CHASE, (6) "EDUCATION AND THE WAR ON POVERTY," BY SENATOR BIRCH BAYH, (7) "EDUCATION IN THE NEW AFRICA," BY GODFREY K.J. AMACHREE, (8) "TEACHER EDUCATION FOR A CHANGING SOCIETY," BY NELBY, (9) "THE ESSENTIAL MISSION OF AMERICAN EDUCATION," BY J. MARTIN KLOTSCHKE, (10) "TEACHER EDUCATION AND ITS PUBLIC IMAGE," BY G.K. HODENFIELD, (11) "PSYCHOLOGICAL THEORY AND EMPIRICAL RESEARCH FOR TEACHER EDUCATION," BY GAGE, AND (12) A SUMMARY OF ROUND-TABLE DISCUSSIONS ON "THE IMPORTANCE OF SCIENTIFIC RESEARCH IN TEACHER EDUCATION." DISCUSSIONS OF PURPOSES AND FUNCTIONS OF THE COMMITTEE ON STUDIES AND ITS SUBCOMMITTEES, AND COMMITTEES ON INTERNATIONAL RELATIONS, PUBLIC RELATIONS, AND AUDIT ARE PROVIDED. A DIRECTORY LISTING THE OFFICERS, COMMITTEES, AND MEMBERS OF THE ASSOCIATION IS APPENDED. THIS DOCUMENT IS AVAILABLE FROM EXECUTIVE SECRETARY, AACTE, 1201 SIXTEENTH STREET, N.W., WASHINGTON, D.C. 20036, FOR \$3.50. (LC)

ED 012 259

SP DDD 936

AFTER THE PEACE CORPS--THE RETURNEE CAREER PICTURE.

PEACE CORPS, WASHINGTON, D.C.

PUB DATE SEP 66

EDRS PRICE MF-\$0.09 HC-\$0.88 22P.

DESCRIPTORS- *CAREER CHOICE, *TEACHER CERTIFICATION, *TEACHER INTERNS, *TEACHER RECRUITMENT, CAREER OPPORTUNITIES, DISTRICT OF COLUMBIA, PEACE CORPS, SPECIAL PROGRAMS, TABLES (DATA), TEACHER SALARIES,

RELEVANCE OF PEACE CORPS SERVICE TO CAREER GOALS OF VOLUNTEERS IS RECOGNIZED BY MANY EMPLOYERS AND SCHOOLS. THE CAREFULLY THOUGHT OUT AND ADMINISTERED SELECTION AND TRAINING PROCEDURE, AND LOW ATTRITION RATE OF OVERSEAS VOLUNTEERS ARE IMPRESSIVE CREDENTIALS. POST-SERVICE CAREER PLANS OF RETURNED VOLUNTEERS ARE--33.6 PERCENT CONTINUING EDUCATION, 16.9 PERCENT TEACHING, 12.4 PERCENT FEDERAL GOVERNMENT, 10.7 PERCENT BUSINESS AND INDUSTRY, 7.4 PERCENT VOLUNTARY ORGANIZATIONS, 4 PERCENT STATE AND LOCAL GOVERNMENT, AND 15 PERCENT MISCELLANEOUS. MANY OF THE VOLUNTEERS WHO CHANGE CAREER PLANS DURING THEIR SERVICE SWITCH TO TEACHING, AND A LARGE PERCENTAGE OF RETURNED VOLUNTEERS PRESENTLY CONTINUING THEIR EDUCATION ARE PREPARING TO ENTER THE TEACHING FIELD. SINCE 55 PERCENT OF ALL VOLUNTEERS WORKED IN SOME TEACHING CAPACITY DURING THEIR SERVICE, THIS IS NOT SURPRISING, FOURTEEN STATES AND CITIES OFFER SPECIAL TEACHING CERTIFICATE WAIVERS AND SALARY SCALE CREDIT FOR FORMER VOLUNTEERS. IN SOME STATES, SPECIAL INTERN PROGRAMS HAVE BEEN SET UP FOR ATTRACTING RETURNEES TO TEACHING. THE NEW YORK STATE DEPARTMENT OF EDUCATION APPOINTED A FULL-TIME DIRECTOR OF PEACE CORPS AFFAIRS TO WORK WITH RETURNEES AND ADVANTAGEOUS CONDITIONS FOR THEM WERE ESTABLISHED. OVERSEAS TEACHING OPPORTUNITIES ARE ALSO OFFERED TO THEM. (AF)

ED 012 260

SP DDD 973

SURVEY OF THE STATUS OF THE TEACHING PROFESSION IN THE AMERICAS.

BY- DAVIES, MARGARITA

WORLD CONFED. OF ORGAN. OF THE TEACHING PROFESSION

PUB DATE JUL 64

EDRS PRICE MF-\$0.10 HC-\$4.12 103P.

DESCRIPTORS- *ECONOMIC STATUS, *SOCIAL STATUS, *TEACHER EMPLOYMENT, *TEACHER SALARIES, CANADA, CENTRAL AMERICA, DISTRICT OF COLUMBIA, OCCUPATIONAL SURVEYS, SOUTH AMERICA, TEACHER CERTIFICATION, TEACHER EDUCATION, TEACHERS, TEACHING BENEFITS.

THIS STUDY OF THE PROFESSIONAL, ECONOMIC, AND SOCIAL STATUS OF PUBLIC SCHOOL TEACHERS IN 23 COUNTRIES IN THE AMERICAS INCLUDES DATA ON TRAINED AND UNTRAINED TEACHERS AND ON THE PRESENCE, IF ANY, OF PROFESSIONAL TEACHER TRAINING SCHOOLS. THE ECONOMIC SECTION DEALS WITH TEACHERS' SALARIES IN RELATION TO SALARIES FOR OTHER OCCUPATIONS. THE SOCIAL STATUS SECTION COVERS OFFICIAL RECOGNITION OF PROFESSIONAL NEGOTIATIONS, BASIS OF APPOINTMENTS, TENURE, RETIREMENT, SOCIAL SECURITY, SICK LEAVE, MATERNITY LEAVE, AND OTHER BENEFITS. APPENDICES INCLUDE COMPARATIVE DATA ON ECONOMIC AND SOCIAL STATUS. (RP)

ED 012 261

SP 001 045

THE EFFECT OF TRAINING FOREIGN LANGUAGE STUDENT TEACHERS IN INTERACTION ANALYSIS.

BY- MOSKOWITZ, GERTRUDE

PUB DATE 67

EDRS PRICE MF-80.09 HC-80.84 21P.

DESCRIPTORS- *INTERACTION PROCESS ANALYSIS, *LANGUAGE TEACHERS, *STUDENT TEACHERS, *STUDENT TEACHING, *TEACHER EDUCATION, FLANDERS INTERACTION ANALYSIS, NEW YORK CITY, STUDENT ATTITUDES, TABLES (DATA), TAPE RECORDINGS, TEACHER ATTITUDES, TEACHING SITUATION REACTION TEST.

FOURTEEN FOREIGN LANGUAGE STUDENT TEACHERS WERE TAUGHT THE FLANDERS SYSTEM OF INTERACTION ANALYSIS, ADDING A BEHAVIORAL-SCIENCE DIMENSION TO THEIR CUSTOMARY STUDY OF NEW METHODS OF FOREIGN LANGUAGE TEACHING. PRE- AND POST-TESTS WERE ADMINISTERED AFTER 8 WEEKS, COVERING (1) PUPIL ATTITUDES TOWARD THE FOREIGN LANGUAGE, FOREIGN LANGUAGE TEACHER, AND FOREIGN LANGUAGE CLASS, (2) TEACHER REACTIONS TO CLASSROOM SITUATIONS ALONG DIRECT-INDIRECT LINES, INCLUDING POSSIBLE ATTITUDE CHANGES AFTER TRAINING, (3) ATTITUDES AND DEGREE OF SATISFACTION OF STUDENT TEACHERS AND COOPERATING TEACHERS TOWARD EACH OTHER. TAPES WERE MADE OF FOUR CLASSES, WHICH YIELDED PRE- AND POST-FLANDERS GRAMMAR AND CONVERSATION MATRICES. SIGNIFICANT FINDINGS WERE--(1) MORE POSITIVE ATTITUDES TOWARD TEACHING BY STUDENT TEACHERS, (2) MORE POSITIVE ATTITUDES BY PUPILS TOWARD SEVERAL ITEMS WHICH APPEAR RELATED TO CLASSROOM BEHAVIORS OF STUDENT TEACHERS, (3) MORE INDIRECT TEACHING PATTERNS USED BY STUDENT TEACHERS, AND (4) MORE EXPRESSION OF PUPILS' OWN IDEAS IN FOREIGN LANGUAGE CLASSES. THOUGH GRAMMAR CLASSES SEEMED MORE, AND CONVERSATION CLASSES LESS RESTRICTIVE, SIMILAR BEHAVIOR CHANGES WERE NOTED IN BOTH. STUDENT TEACHERS FELT THE FLANDERS SYSTEM SHOULD BECOME A REQUIREMENT FOR FOREIGN LANGUAGE TEACHERS. RESULTS APPEAR SIMILAR TO THOSE FOUND IN EARLIER STUDIES OF THE USE OF INTERACTION ANALYSIS IN TEACHER EDUCATION PROGRAMS. THIS PAPER WAS PRESENTED AT THE ANNUAL MEETING OF THE AMERICAN EDUCATIONAL RESEARCH ASSOCIATION (NEW YORK, FEBRUARY 1967). (AF)

ED 012 262

SP 001 049

IMPROVING THE LANGUAGE SKILLS OF "DEPRIVED" TEACHERS.

BY- HUNTER, ELIZABETH ANIDON, EDMUND

DESCRIPTORS- *INTERACTION PROCESS ANALYSIS, *LANGUAGE SKILLS, *TEACHER EDUCATION, *TEACHER IMPROVEMENT, *VERBAL ABILITY, LESSON PLANS, TAPE RECORDINGS, TEACHING METHODS.

STUDIES OF THE CLASSROOM VERBAL BEHAVIOR OF TEACHERS SHOW THAT MANY TEACHERS USE THE SAME RATHER NARROW VERBAL INTERACTION PATTERNS BECAUSE (1) THEIR OWN SCHOOL BACKGROUNDS DID NOT INCLUDE EXPOSURE TO TEACHERS WHO USED VARIED VERBAL PATTERNS, (2) THEY DO NOT NOW HEAR VARIED TEACHING PATTERNS, AND (3) THEY ARE NOT PROVIDED WITH OPPORTUNITIES TO PRACTICE GREATER LANGUAGE FACILITY. TO INCREASE TEACHERS' FACILITY IN VERBAL INTERACTION, THE VERBAL INTERACTION CATEGORY SYSTEM (BASED ON THE WORK OF FLANDERS) WAS DEVELOPED BY THE AUTHORS TO CATEGORIZE TEACHER TALK. ITS SIX CATEGORIES INCLUDE--(1) GIVES INFORMATION OR OPINION, (2) GIVES DIRECTION, (3) ASKS NARROW QUESTION, (4) ASKS BROAD QUESTIONS, (5) ACCEPTS IDEAS, BEHAVIOR, OR FEELING, AND (6) REJECTS IDEAS, BEHAVIOR, OR FEELING. ACCEPTANCE OF PUPILS' FEELINGS IS ESPECIALLY DIFFICULT FOR MANY TEACHERS TO EXPRESS AND SEEMS PARTICULARLY IMPORTANT IN THE TEACHING-LEARNING PROCESS SINCE IT ENCOURAGES CHILDREN TO EXPRESS THEIR FEELINGS AND ENABLES THE TEACHER TO DEAL WITH AND UTILIZE THEM. DIFFERENT KINDS OF ACCEPTANCE ARE OUTLINED. TAPING OF CLASS DISCUSSIONS AND WRITING OUT BROAD QUESTIONS AND THOUGHT-PROVOKING STATEMENTS IN ADVANCE ARE OTHER SUGGESTED TOOLS FOR IMPROVING LANGUAGE FACILITY. (AF)

ED 012 263

SP 001 134

THE EXTENDED SUMMER PROGRAM, A TWO YEAR SUMMARY.

BY- CATON, JAY AND OTHERS

JEFFERSON COUNTY PUBLIC SCHOOLS, LAKEWOOD, COLO.

PUB DATE NOV 66

EDRS PRICE MF-80.18 HC-84.48 112P.

DESCRIPTORS- *INSERVICE TEACHER EDUCATION, *NONGRADED CLASSES, *SUMMER PROGRAMS, *TEACHER IMPROVEMENT, DENVER, ELEMENTARY SCHOOL STUDENTS, EVALUATION, HIGH SCHOOL STUDENTS, JEFFERSON COUNTY, JUNIOR HIGH SCHOOL STUDENTS, LAKEWOOD, MICROTEACHING, QUESTIONNAIRES, STUDENT ATTITUDES, TABLES (DATA), TEACHER ATTITUDES.

TO PROVIDE TEACHERS WITH TRAINING IN TEAM TEACHING, NONGRADING, AND EFFECTIVE STAFF UTILIZATION AS A MEANS OF IMPROVING PUPIL INSTRUCTION, THE EXTENDED SUMMER PROGRAM WAS CONDUCTED IN 1965 AND 1966. THE PROGRAM WAS STRUCTURED SO THAT (1) TEACHERS WERE RECRUITED FOR SPECIFIC ROLES IN A FULL-DAY PROGRAM, (2) EACH TEACHER UNDERMENT ORIENTATION EXPERIENCE, (3) TEACHERS WERE DIVIDED INTO TEAMS OF 12 WHO WERE FULLY RESPONSIBLE FOR 100 CHILDREN, (4) EACH TEAM WAS DIVIDED INTO THREE SUBTEAMS EMPHASIZING INTERDISCIPLINARY ACTIVITY, (5) EACH SUBTEAM ROTATED THROUGH THREE PHASES--PLANNING, TEACHING, AND OBSERVATION ANALYSIS, AND (6) EACH TEACHER COULD RECEIVE GRADUATE CREDIT FROM AN AFFILIATED COLLEGE OR DISTRICT-ORGANIZED INSERVICE CREDIT. STUDENTS FROM ALL GRADES WERE RECRUITED FOR THE NONGRADED PROGRAM (DIVIDED INTO ELEMENTARY, JUNIOR HIGH, AND HIGH SCHOOL GROUPS). THEIR PROGRESS WAS JUDGED ON THE BASIS OF PERFORMANCE CRITERIA WITH EACH CHILD BEING Paced ACCORDING TO HIS OWN CAPABILITY, INTEREST, AND NEED. PROJECT EVALUATION WAS BASED ON

QUESTIONNAIRES AND INTERVIEWS. FINDINGS INDICATE THAT PARTICIPATING TEACHERS EXHIBITED GROWTH IN (1) ABILITY TO TEACH FOR PROCESS GOALS, (2) ABILITY TO EVALUATE PUPIL GROWTH IN RELATION TO PROCESS GOALS, (3) UNDERSTANDING THE ADVANTAGES AND DISADVANTAGES OF TEAM TEACHING, AND (4) THE USE OF PERFORMANCE CRITERIA IN DEVELOPING EDUCATIONAL OBJECTIVES. (AM)

ED 012 264

SP 001 141

TEACHER AIDES AT WORK.
BY- NOAR, GERTRUDE
NATIONAL EDUCATION ASSN., WASHINGTON, D.C.

PUB DATE 67

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS- *JOB ANALYSIS, *QUALIFICATIONS, *SELECTION, *TEACHER AIDES, *TRAINING, DISTRICT OF COLUMBIA, ON THE JOB TRAINING, TEACHER ATTITUDES, TEACHING CONDITIONS, TEACHING LOAD, WAGES,

RECRUITMENT, QUALIFICATIONS, TRAINING, AND DUTIES OF TEACHER AIDES ARE DESCRIBED. MAJOR ACTIVITIES ARE THOSE THAT FREE THE TEACHER FROM NONTeaching DUTIES (CLERICAL, LIBRARY, LUNCHROOM SUPERVISION, AND HOME VISITS). HOWEVER, THE USE OF TEACHER AIDES DRAWN FROM THE SAME SOCIOECONOMIC LEVELS AS THE PARENTS OF DISADVANTAGED PUPILS COULD PROVIDE A BRIDGE TO SUCH PUPILS ONLY IF AIDES ARE ASSIGNED TO CLASSROOM ACTIVITIES. AIDES ARE RECRUITED THROUGH NEWSPAPER OR COMMUNITY CENTER ANNOUNCEMENTS OR BY WORD OF MOUTH. QUALIFICATIONS VARY WITH THE TYPE OF COMMUNITY, SOCIOECONOMIC LEVEL OF STUDENTS, AND DUTIES OF AIDES. SELECTION MAY BE BASED ON PERSONALITY TRAITS; ACCEPTABILITY AS A "LANGUAGE MODEL," INTERVIEW OR NEIGHBORHOOD RESIDENCE, AIDES INCLUDE CENTER-CITY UNEMPLOYED, MIDDLE-CLASS MOTHERS, AND COLLEGE STUDENTS. WAGES ARE USUALLY \$1.50 AN HOUR (\$1.25 TO \$2.50). DISCREPANCIES BETWEEN CONDITIONS OF EMPLOYMENT FOR AIDES AND REGULAR TEACHERS ARE A SOURCE OF DISSATISFACTION TO SOME AIDES, BUT THE WORK OFTEN PROVIDES EGO SUPPORT. USE OF AIDES HAS RAISED QUESTIONS ABOUT (1) AIDES AS CHANGE AGENTS, (2) PLACEMENT AND RESPONSIBILITY OF AIDES, (3) WHETHER MANY LOW-PAID AIDES ARE BEING HIRED WHEN A SMALLER NUMBER OF ADDITIONAL HIGHER-PAID PROFESSIONALS WOULD BE BETTER, (4) WHETHER MINORITY GROUP AIDES ARE BEING EMPLOYED IN PLACE OF MINORITY GROUP REGULAR TEACHERS, THUS SUPPORTING INFERIORITY STEREOTYPES. THIS DOCUMENT IS AVAILABLE AS STOCK NUMBER 301-11798 FROM PUBLICATION-SALES SECTION, NATIONAL EDUCATION ASSOCIATION, 1201 SIXTEENTH STREET, N.W., WASHINGTON, D.C. 20036, 32 PAGES, FOR \$0.75. (AF)

ED 012 265

SP 001 155

PREJUDGING THE SUCCESS OF AN EXPERIMENTAL PROJECT.
BY- MOHLER, GERALD M. ARMSTRONG, CHARLES M.

PUB DATE NOV 66

EDRS PRICE MF-\$0.09 HC-\$0.32 8P.

DESCRIPTORS- *EXPERIMENTS, *PREDICTION, *TESTS OF SIGNIFICANCE, EDUCATIONAL RESEARCH, RESEARCH, STATISTICAL ANALYSIS, TABLES (DATA),

JOINTLY CONSIDERING THE FACTORS OF SAMPLE SIZE (N-10 TO N-1000) AND THE STANDARD DEVIATION OF THE CRITERION MEASURE (SD-1 TO SD-25), A TABLE SHOWS THE DIFFERENCE BETWEEN

TREATMENTS NEEDED FOR STATISTICAL SIGNIFICANCE AT THE .05 LEVEL. THUS, IF THE EDUCATIONAL RESEARCHER HAS APPROPRIATE INFORMATION ON PAST PERFORMANCE, HE CAN CONSULT THE TABLE TO DETERMINE THE SAMPLE SIZE NEEDED TO OBTAIN A DIFFERENCE OF A GIVEN ANTICIPATED SIZE AND ALSO THE TIME OR LENGTH OF PROJECT NECESSARY TO ACHIEVE A DIFFERENCE OF THE DESIRED SIZE. THIS ARTICLE WAS PUBLISHED IN THE "ARGR JOURNAL," VOLUME 3, NUMBER 1, NOVEMBER 1966. (LC)

ED 012 266

SP 001 103

THE RELATIONSHIP BETWEEN TEACHER MORALE AND ORGANIZATIONAL CLIMATE.

BY- KOPLYAY, JANOS MATHIS, B. CLAUDE

PUB DATE 16 FEB 67

EDRS PRICE MF-\$0.09 HC-\$0.40 10P.

DESCRIPTORS- *ELEMENTARY SCHOOL TEACHERS, *ORGANIZATIONAL CLIMATE, *TEACHER MORALE, CHANDLER MATHIS ATTITUDE INVENTORY, INCENTIVE SYSTEMS, NEW YORK CITY, ORGANIZATIONAL CLIMATE DESCRIPTION QUESTIONNAIRE (OCDD), SALARIES, SELF CONCEPT, TEACHER ATTITUDES, TEACHER PERSISTENCE,

TO INVESTIGATE THE RELATIONSHIP BETWEEN TEACHER MORALE AND ORGANIZATIONAL CLIMATE, 299 ELEMENTARY SCHOOL TEACHERS IN SUBURBAN CHICAGO SCHOOLS WERE GIVEN (1) THE 50-ITEM CHANDLER-MATHIS ATTITUDE INVENTORY, WHICH MEASURES LEVEL OF MORALE WITH RESPECT TO SELF, SCHOOL, COMMUNITY, ADMINISTRATION, AND POLICY, AND (2) THE ORGANIZATIONAL CLIMATE DESCRIPTION QUESTIONNAIRE (OCDD), WHICH MEASURES DEGREE OF OPENNESS OR CLOSEDNESS IN EIGHT FEATURES OF SCHOOL CLIMATE--DISENGAGEMENT, HINDRANCE, ESPRIT, INTIMACY, ALCOFNESS, PRODUCTION EMPHASIS, THRUST, AND CONSIDERATION. TEST SCORES WERE ANALYZED IN RELATION TO YEARS TEACHING, YEARS TEACHING IN PRESENT SCHOOL, AND SALARY. THE RESULTS SUGGEST THAT AN "OPEN" CLIMATE IS ASSOCIATED WITH HIGH MORALE REGARDLESS OF TYPE OF SALARY SCHEDULE. IN "CLOSED" CLIMATE SCHOOLS, HOWEVER, HIGHER MORALE WAS FOUND IN SCHOOLS WITH MERIT, RATHER THAN NONMERIT, SALARY SCHEDULES. THIS PAPER WAS PRESENTED AT THE ANNUAL MEETING OF THE AMERICAN EDUCATIONAL RESEARCH ASSOCIATION (NEW YORK, FEBRUARY 10, 1967). (LC)

ED 012 267

SP 001 195

SOURCE OF TEACHER SATISFACTION IN SLUM SCHOOLS.
BY- WAYSON, WILLIAM W.
CHICAGO UNIV., ILL., MIDWEST ADMINISTRATION

PUB DATE MAY 66

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS- *DISADVANTAGED SCHOOLS, *TEACHER ATTITUDES, *TEACHER MOTIVATION, *TEACHER PERSISTENCE, *TEACHING CONDITIONS, CHICAGO, INTERVIEWS, RACIAL DIFFERENCES, STUDENT TEACHER RELATIONSHIP, TEACHER PLACEMENT, TEACHER ROLE,

TO IDENTIFY THE EXPRESSED MOTIVES AND PERCEPTIONS WHICH DIFFERENTIATE TEACHERS WHO REMAIN FROM TEACHERS WHO LEAVE SLUM SCHOOLS, 62 WOMEN--42 "STAYERS" AND 20 "LEAVERS" WERE INTERVIEWED. RESPONSES TO THE QUESTIONS--(1) WHAT DO YOU THINK IS THE MAIN REASON YOU HAVE REMAINED IN THIS SCHOOL AND (2) WHAT IS THE MOST SATISFYING THING ABOUT THIS SCHOOL--WERE CLASSIFIED IN 10 CATEGORIES (PERSONAL ESTEEM, MISSIONARY ZEAL, PROFESSIONAL AUTONOMY, INERTIA, ORGANIZATIONAL CONSTRAINTS, GROUP BELONGINGNESS, ACCOMMODATING PRINCIPAL,

PROFESSIONAL APPRAISAL, ALTRUISM, AND DESPOTISM). BOTH STAYERS AND LEAVERS PERCEIVED SLUM SCHOOLS AND CHILDREN IN MUCH THE SAME WAY. HOWEVER, LACK OF PUPIL RESPONSIVENESS WAS STRESSED BY LEAVERS, WHILE STAYERS STRESSED RESPONSIVENESS TO WARM PERSONAL RELATIONSHIPS. LEAVERS (WHO WERE MUCH YOUNGER THAN STAYERS) HELD, ON THE WHOLE, TO ACHIEVEMENT-ORIENTED GOALS AND NARROWER DEFINITIONS OF THE TEACHER'S ROLE. IMPLICATIONS ARE--(1) IN VIEW OF "STAYER" DEPENDENCE ON CURRENT CONDITIONS, CHANGES IN EDUCATIONAL PROGRAMS MAY BE BETTER ACCOMPLISHED BY ALTERING THE WORK ENVIRONMENT THAN THE PEOPLE INVOLVED, (2) ADMINISTRATORS SHOULD TRY TO RAISE THE STATUS OF SLUM TEACHERS, AND (3) TO STABILIZE SLUM SCHOOL STAFF, THE POLICY OF ASSIGNING BEGINNING TEACHERS TO THEM SHOULD BE RECONSIDERED. THIS ARTICLE IS PUBLISHED IN "ADMINISTRATOR'S NOTEBOOK," VOLUME 14, NUMBER 9, MAY 1966 AND IS AVAILABLE FROM MIDWEST ADMINISTRATION CENTER, THE UNIVERSITY OF CHICAGO, 5835 KIMBARK AVENUE, CHICAGO, ILLINOIS 60637, 4 PAGES, \$0.25. (PP)

ED 012 268

SP 001 190

REPORT ON THE ARTS AND HUMANITIES INSTITUTES OF 1966.

BY- GRAY, DONALD J.

PUB DATE 66

CONTRACT OEC-2-6-DD1005-1005

EDRS PRICE MF-\$0.09 HC-\$1.60 40P.

DESCRIPTORS- #COURSE ORGANIZATION, #EVALUATION, #HUMANITIES, #INSTITUTES (TRAINING PROGRAMS), #TEACHING METHODS, ART, COMPASS, FILMS, LATIN, MUSIC, TABLES (DATA), THEATER ARTS,

ELEVEN INSTITUTES FOR ELEMENTARY AND SECONDARY SCHOOL TEACHERS (THREE MUSIC, TWO ART, TWO THEATER, TWO HUMANITIES, ONE LATIN, AND ONE FILM) WERE EVALUATED ON THE BASIS OF QUESTIONNAIRE RESPONSES FROM 300 OF THE 430 PARTICIPANTS, FINAL REPORTS OF INSTITUTE DIRECTORS, AND DETAILED REPORTS OF OBSERVERS. THE GREATER EMPHASIS ON SUBJECT CONTENT THAN ON INSTRUCTIONAL METHODOLOGY IN THESE INSTITUTES WAS APPROVED BY MOST PARTICIPANTS. INSTITUTES ON A SINGLE SCHOOL SUBJECT, ACCOMPANIED BY EXPLICIT PROPOSALS FOR SCHOOL COURSES, WERE JUDGED TO BE MORE EFFECTIVE IN DEALING WITH INSTRUCTIONAL METHODS THAN WERE INSTITUTES THAT COVERED SEVERAL SUBJECT AREAS, UNACCOMPANIED BY SPECIFIC COURSE PROPOSALS. THERE WAS NO EVIDENCE TO SUGGEST THAT ONE KIND OF INSTITUTE IS MORE LIKELY TO PROMOTE CURRICULAR INNOVATION THAN ANY OTHER KIND. IT WAS RECOMMENDED THAT INSTITUTES BE CONTINUED, THAT SINGLE-SUBJECT, EXPLICITLY INNOVATIVE INSTITUTES BE GIVEN PREFERENCE, THAT THE EMPHASIS ON CONTENT OVER METHOD BE CONTINUED, THAT (IN SOME AREAS) SEMINAR AND STUDIO COURSES ARE AT LEAST AS IMPORTANT AS LECTURE COURSES, AND THAT INSTITUTE SCHEDULES BE LESS CROWDED. (AF)

ED 012 269

SP 001 204

RESEARCH INFORMATION--NATIONAL, STATE, AND LOCAL NEEDS, ROLES AND SERVICES AS VIEWED BY KENTUCKY LOCAL SYSTEM DISTRICT PERSONNEL.

KENTUCKY STATE DEPT. OF EDUCATION, FRANKFORT

PUB DATE MAR 67

EDRS PRICE MF-\$0.09 HC-\$2.08 52P.

DESCRIPTORS- #EDUCATIONAL RESEARCH, #INFORMATION DISSEMINATION, #NATIONAL PROGRAMS, CURRICULUM, FRANKFORT, INSTRUCTION, PUBLICATIONS, QUESTIONNAIRES, SCHOOL DISTRICTS,

SEMINARS, STATE ACTION,

TO GATHER INFORMATION ON HOW BEST TO CUT THE TIME LAG BETWEEN EDUCATIONAL RESEARCH AND EDUCATIONAL PRACTICE, THIS STUDY QUERIED KENTUCKY'S 200 SCHOOL DISTRICTS ON FIVE GENERAL QUESTIONS--(1) IN WHAT TOPICAL AREAS DO PRACTICING EDUCATORS HAVE THE GREATEST NEED FOR RESEARCH INFORMATION, (2) WHAT CURRENT SOURCES OF INFORMATION ARE MOST WIDELY USED BY EDUCATORS IN MAKING DECISIONS ABOUT EDUCATIONAL CHANGE, (3) WHAT ARE THE RELATIVE STRENGTHS AND WEAKNESSES OF DIFFERING SOURCES OF INFORMATION NOW USED BY EDUCATORS, (4) WHAT EFFORTS AT THE NATIONAL LEVEL WOULD BE MOST USEFUL IN MAKING RESEARCH INFORMATION AVAILABLE IN MEANINGFUL FORM TO LOCAL EDUCATIONAL AGENCIES, AND (5) WHAT EFFORTS WOULD BE MOST USEFUL AT THE STATE LEVEL. INFORMATION WAS GATHERED BY MEANS OF AN OPEN-ENDED QUESTIONNAIRE TO WHICH 51 PERCENT OF THE SCHOOL DISTRICTS RESPONDED. AMONG THE MAJOR FINDINGS WERE--(1) RESEARCH INFORMATION IS MOST URGENTLY NEEDED IN THE AREAS OF INSTRUCTION AND CURRICULUM, (2) PUBLICATIONS, SUCH AS THOSE OF NEA, KEA, USOE, AND THE STATE DEPARTMENT, ARE THE MOST WIDELY USED SOURCES OF INFORMATION, (3) SOURCES ARE ABUNDANT, BUT MANY EDUCATORS LACK CONFIDENCE IN THEM, FEELING THEY ARE APPLICABLE TO THEIR PARTICULAR PROBLEMS, (4) NATIONALLY, THERE IS A NEED FOR MORE INFORMATION DISSEMINATION AGENCIES AND FOR THE PRODUCTION OF MORE READABLE SUMMARIES AND ABSTRACTS, AND (5) THE STATE SHOULD COLLECT AND SUMMARIZE STATE LEVEL INFORMATION AND PROVIDE IT TO LOCAL DISTRICTS. (AM)

ED 012 270

SP 001 205

INSTITUTIONAL PATERNALISM IN HIGH SCHOOL.

BY- RHEA, BUFORD

EDRS PRICE MF-\$0.09 HC-\$0.80 20P.

DESCRIPTORS- #SCHOOL ENVIRONMENT, #STUDENT ALIENATION, #STUDENT ATTITUDES, #STUDENT INTERESTS, #STUDENT OPINION, HIGH SCHOOL STUDENTS, INTERVIEWS, ORGANIZATIONAL CLIMATE, QUESTIONNAIRES, SAN FRANCISCO, SCHOOL PERSONNEL,

TO DETERMINE WHETHER STUDENTS ARE ALIENATED FROM OR INVOLVED IN THEIR SCHOOL WORK 49 INTERVIEWS AND 2,329 QUESTIONNAIRES WERE SECURED FROM STUDENTS FROM THREE HIGH SCHOOLS IN WHICH QUALITY OF FACILITIES, CURRICULUM, STUDENT BACKGROUND, AND STAFF WERE OPTIMAL, THUS ALLOWING CONCENTRATION ON THE ORGANIZATIONAL ASPECTS OF THE SCHOOL. IT WAS FOUND THAT, IN CONTRAST TO THE ORGANIZATIONAL THEORY THAT FUNCTIONARIES IN A BUREAUCRACY (STUDENTS IN A SCHOOL) TYPICALLY BECOME "ALIENATED" FROM THEIR WORK, THESE SUPERIOR STUDENTS IN SUPERIOR SCHOOLS WERE UNEQUIVOCALLY INVOLVED. THEY THOUGHT HIGHLY OF THEIR SCHOOLS AND LIKED THEIR TEACHERS. ONLY 2 PERCENT (55 STUDENTS) EXPRESSED DISSATISFACTION. HOWEVER, IT WAS FURTHER FOUND THAT STUDENTS ARE INVOLVED IN THE WRONG ASPECTS OF SCHOOL LIFE (THAT IS, GETTING GOOD GRADES) INSTEAD OF HAVING MEANINGFUL EDUCATIONAL EXPERIENCES AND THAT THEY LOOK ON HIGH SCHOOL AS A MEANS TO AN END (THAT IS COLLEGE OR A GOOD JOB). AN EXPLANATION OF THE STUDENTS' NONALIENATION, DESPITE THE TRIVIALITY OF THEIR WORK AND THE POWERLESSNESS OF THEIR ROLE, IS THAT THEY BELIEVE THE WORK IS BENEFITING THEM BECAUSE THEY PERCEIVE THE SCHOOL STAFF AS BENEVOLENT AND COMPETENT FIGURES WHO WOULD DO NOTHING TO HARM THEM. THIS PAPER WAS PREPARED FOR PRESENTATION AT THE MEETING OF THE AMERICAN SOCIOLOGICAL

ASSOCIATION (SAN FRANCISCO, 1967). (AM)

ED 012 271

SP 001 206

IMPERATIVES FOR CHANGE, NEW YORK STATE EDUCATION CONFERENCE ON COLLEGE AND UNIVERSITY PROGRAMS FOR TEACHERS OF THE DISADVANTAGED (YESHIVA UNIVERSITY, APRIL 10-11, 1967). BY- JABLONSKY, ADELAIDE AND OTHERS. YESHIVA UNIV., NEW YORK, N.Y., FERKAUF GRAD. SCH. NEW YORK STATE EDUCATION DEPT., ALBANY

PUB DATE 67

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS- *DISADVANTAGED YOUTH, *INSERVICE TEACHER EDUCATION, *PRESERVICE EDUCATION, *TEACHER EDUCATION, *URBAN SCHOOLS, ALBANY, ATTITUDES, BILINGUALISM, COLLEGE SCHOOL COOPERATION, COMMUNITY INVOLVEMENT, CULTURE CONFLICT, CURRICULUM, ETHNIC GROUPS, HEAD START, HUMAN RESOURCES, INSTRUCTIONAL AIDS, INSTRUCTIONAL INNOVATION, NATIONAL TEACHERS CORPS, NEW YORK CITY, PARENT PARTICIPATION, SENSITIVITY TRAINING, TEACHER AIDES, TEACHING TECHNIQUES, UPWARD BOUND.

THESE PROCEEDINGS REPORT 19 DISCUSSION DEBATES, EACH REPRESENTED BY A NUMBER OF PAPERS IN FOUR MAJOR AREAS--(1) CONCERN FOR ATTITUDES AND BEHAVIOR (ADMINISTRATIVE COMMITMENT, COOPERATIVE COLLEGE-SCHOOL SYSTEM EFFORTS, CULTURE SHOCK, STAFF AND STUDENT ATTITUDES AND BEHAVIOR, AND SENSITIVITY TRAINING), (2) CONCERN FOR PEOPLE (TEACHING ETHNIC GROUPS, SELECTING STUDENTS, HUMAN RESOURCES, INVOLVING COMMUNITY AND PARENTS, AND LEARNING FROM SPECIAL PROGRAMS), (3) CONCERN FOR TECHNIQUES (PRESERVICE STUDENT TEACHING, FIELD WORK, INSERVICE EDUCATION, INSTRUCTIONAL RESOURCES AND EQUIPMENT, AND INNOVATIVE METHODS), AND (4) CONCERN FOR SPECIAL CURRICULUM ASPECTS (PHILOSOPHICAL AND PSYCHOLOGICAL BASES, ROLE OF THE HUMANITIES, READING AND LANGUAGE ARTS, AND BILINGUALISM). THE FORMAL PAPERS ARE FOLLOWED BY REACTION PAPERS; OVERALL EVALUATION OF THE CONFERENCE, A CONFERENCE SUMMARY OF "IMPERATIVES FOR CHANGE," AND A DIRECTORY OF CURRENT NEW YORK STATE COLLEGIATE PROGRAMS FOR TEACHERS OF THE DISADVANTAGED. THIS DOCUMENT WAS PUBLISHED BY YESHIVA UNIVERSITY, FERKAUF GRADUATE SCHOOL, 55 FIFTH AVENUE, NEW YORK, NEW YORK 10003, 122 PAGES. (AF)

ED 012 272

SP 001 211

REPORT ON EVALUATION OF PILOT CIVICS INSTITUTES, NDEA 1966. BY- LONGAKER, RICHARD. CLEARY, ROBERT

PUB DATE 68

CONTRACT OEC-2-6-001003-1005

EDRS PRICE MF-30.09 HC-30.36 14P.

DESCRIPTORS- *CIVICS, *EVALUATION, *INSERVICE TEACHER EDUCATION, *PILOT PROJECTS, *TRANSFER OF TRAINING, COMPASS, INSTITUTE TYPE COURSES, SCHEDULING, SUMMER WORKSHOPS,

FIVE SUMMER, 1966, PILOT INSTITUTES AT FIVE UNIVERSITIES; ATTENDED BY 190 ELEMENTARY AND SECONDARY CIVICS TEACHERS WERE JUDGED WORTHWHILE BY THE AUTHORS. HOWEVER, DEFICIENCIES WERE FOUND IN (1) SCHEDULING, (2) UTILIZATION OF LITERATURE (CURRENT POLITICAL SCIENCE LITERATURE WAS NOT USED TO GOOD ADVANTAGE), (3) TRANSFER AND TRANSLATION (THE INSTITUTE STAFFS OFTEN FAILED TO SHOW THE TEACHERS HOW THE WORK THEY WERE DOING COULD BE INCORPORATED INTO DAILY

TEACHING). AMONG THE PROPOSALS FOR IMPROVING INSTITUTES WERE (1) TEACHERS SHOULD BE ENCOURAGED TO SEE THE INSTITUTES AS A MEANS OF FURTHERING THEIR EDUCATION, RATHER THAN AS ONE-SHOT AFFAIRS; (2) INSTITUTES SHOULD BE DISTRIBUTED GEOGRAPHICALLY BY SUBJECT MATTER; (3) PARTICIPANTS SHOULD BE GIVEN AN ALLOWANCE FOR BOOK PURCHASES; AND (4) METHODS SHOULD BE IDENTIFIED FOR OVERCOMING THE PROBLEM OF TRANSFER AND TRANSLATION SO THAT TEACHERS COULD HELP THEIR STUDENTS TO COMPREHEND THE PROCESSES OF GOVERNMENT AND THE USES OF POLITICAL POWER. IT IS ALSO RECOMMENDED THAT A CONTINUING INSTITUTE BE FUNDED--TEACHERS WOULD PARTICIPATE IN A SUMMER INSTITUTE, TAKE BACK TO THEIR SCHOOLS A READING LIST AND A PROGRAM OF APPLICATION OF WHAT THEY LEARNED, ATTEND TWO CONFERENCES DURING THE SCHOOL YEAR, AND FINALLY ATTEND A SECOND SUMMER INSTITUTE. (AM)

ED 012 273

SP 001 217

VARIATIONS IN TEACHERS' REINFORCEMENT STYLE AND IMITATIVE BEHAVIOR OF CHILDREN DIFFERING IN PERSONALITY CHARACTERISTICS AND SOCIAL BACKGROUND.

BY- FESHBACH, NORMA D. CALIFORNIA UNIV., LOS ANGELES

REPORT NUMBER CSEIP-TR-2

PUB DATE FEB 67

EDRS PRICE MF-30.09 HC-\$1.16 29P.

DESCRIPTORS- *BEHAVIOR PATTERNS, *IMITATION, *NEGATIVE REINFORCEMENT, *POSITIVE REINFORCEMENT, FILMS, LOS ANGELES, NONVERBAL LEARNING, RATING SCALES, RATINGS, SOCIOECONOMIC BACKGROUND, TEACHER INFLUENCE, TEACHERS,

TO STUDY THE EFFECTS OF DIFFERING TEACHER REINFORCEMENT BEHAVIOR ON STUDENTS, 21 MIDDLE-CLASS AND 12 LOWER-CLASS MALE NINTH- AND 10TH-GRADE REMEDIAL READING STUDENTS WERE SHOWN TWO FILMS. THE FIRST DEPICTED A "POSITIVE" TEACHER WHO CONSISTENTLY REWARDED CORRECT RESPONSES WHILE NEGLECTING INCORRECT ONES, AND THE SECOND SHOWED A "NEGATIVE" TEACHER WHO CONSISTENTLY CRITICIZED INCORRECT RESPONSES WHILE IGNORING CORRECT ONES. EACH TEACHER DISPLAYED A SET OF DISTINCTIVE INCIDENTAL BEHAVIORS, (FOR EXAMPLE, "POSITIVE" TEACHER SAYING "THINK" AND POINTING TO HIS FOREHEAD, "NEGATIVE" TEACHER SAYING "LISTEN" AND CUPPING HER EAR) THE STUDENTS' IMITATION OF WHICH CONSTITUTED THE MAJOR DEPENDENT VARIABLE. AFTER VIEWING, THE BOYS WERE TAKEN SINGLY TO A ROOM, INFORMED THAT THEY WERE TO PLAY SCHOOL AND ASSUME THE ROLE OF TEACHER. THE EXPERIMENTER AND AN OBSERVER-RECORDER, WHO WAS AWARE OF THE HYPOTHESIS, WATCHED FROM AN ADJOINING ROOM EQUIPPED WITH ONE WAY MIRRORS AND AN INTERCON. POSITIVE AND NEGATIVE IMITATIVE SCORES WERE DETERMINED FOR EACH BOY BY SUMMING UP THE NUMBER OF TIMES HE IMITATED THE POSITIVE OR NEGATIVE TEACHER. FINDINGS WERE--(1) MIDDLE-CLASS CHILDREN SHOWED SIGNIFICANTLY MORE IMITATION THAN DID DISADVANTAGED CHILDREN AND IMITATED THE POSITIVE TEACHER SIGNIFICANTLY MORE OFTEN, (2) THE MIDDLE-CLASS GROUP EXHIBITED A POSITIVE RELATIONSHIP BETWEEN A RATING OF STUDENT DEPENDENCY BY TEACHERS AND IMITATIVE BEHAVIOR, AND (3) PREFERENCE FOR A TEACHER WAS UNRELATED TO IMITATION OF A TEACHER. (AM)

ED 012 274

UD 001 930

ADAPTING TEACHER STYLE TO PUPIL DIFFERENCES--TEACHERS FOR DISADVANTAGED CHILDREN.

BY- GOLDBERG, MIRIAM L.

PUB DATE 64

EDRS PRICE MF-\$0.09 HC-\$0.80 20P.

DESCRIPTORS- #DISADVANTAGED YOUTH, #EFFECTIVE TEACHING, #RESEARCH, #TEACHER CHARACTERISTICS, #TEACHERS, #ACADEMIC ACHIEVEMENT, #CLASSROOM COMMUNICATION, #DETROIT, #ENVIRONMENTAL DIFFERENCES, #INDIVIDUAL DIFFERENCES, #MERRILL PALMER INSTITUTE, #MODELS, #STUDENT CHARACTERISTICS, #TEACHER EDUCATION, #TEACHER INFLUENCE, #TEACHING TECHNIQUES, #TEST INTERPRETATION, #TRAINING LABORATORIES,

THE ASSUMPTIONS OF THIS REVIEW OF STUDIES WHICH EVALUATE TEACHER STYLE AND VERBAL BEHAVIOR AS IT RELATES TO PUPIL ACHIEVEMENT ARE (1) A PUPIL'S LEARNING IS A FUNCTION OF THE INSTRUCTION HE RECEIVES, (2) TEACHERS ARE DIFFERENTIALLY SUITED TO CERTAIN GROUPS, AND (3) DISADVANTAGED CHILDREN NEED TEACHERS WITH SPECIAL TRAINING. IT IS NOTED THAT, IN TERMS OF DECREASING PROFICIENCY, PUPILS HAVE BEEN DESCRIBED AS "STRIVERS," "CONFORMERS," "OPPOSERS," AND "WAVERERS," AND TEACHING STYLE HAS BEEN TERMED "SELF-CONTROLLED," "TURBULENT," AND "FEARFUL." A HYPOTHETICAL MODEL FOR THE DISADVANTAGED PRESENTED HERE STRESSES (1) THE NEED FOR MUTUAL RESPECT AND UNDERSTANDING, (2) A REALISTIC APPRAISAL OF THE ENVIRONMENTALLY BASED, EMOTIONAL AND ACADEMIC PROBLEMS OF STUDENTS, AND (3) THE KNOWLEDGE THAT STANDARD TESTS MEASURE CURRENT ACADEMIC ACHIEVEMENT AND ABILITY, AND NOT INNATE INTELLIGENCE. TO UPGRADE ACADEMIC LEVELS, THE TEACHER SHOULD ESTABLISH A BUSINESSLIKE RELATIONSHIP WITH STUDENTS WHICH COMBINES WARMTH, GOOD PEDAGOGICAL TECHNIQUES, AND AN EXTENSIVE KNOWLEDGE OF HIS SUBJECT. THE SUCCESSFUL TEACHER SHOULD BLEND ORDER WITH FLEXIBILITY, AND HIS TRAINING, IN ADDITION TO CONTENT MASTERY, SHOULD INCLUDE (1) THE USE OF SOCIAL WORK AND BEHAVIORAL SCIENCE FINDINGS TO DEVELOP NEW CURRICULUMS AND (2) INSERVICE EXPERIENCE IN THE DEPRESSED AREAS IN WHICH HE WILL WORK. THIS ARTICLE WAS PUBLISHED IN THE "MERRILL-PALMER QUARTERLY," 1964. (NH)

ED 012 275

UD 002 422

EQUALITY OF EDUCATIONAL OPPORTUNITY.

BY- COLEMAN, JAMES S. AND OTHERS

NATIONAL CENTER FOR EDUCATIONAL STATISTICS (DHEW)

REPORT NUMBER OE-38001

PUB DATE 6 6

EDRS PRICE MF-\$0.36 HC-\$9.00 235P.

DESCRIPTORS- #EQUAL EDUCATION, #ETHNIC GROUPS, #NEGROES, #PUBLIC SCHOOLS, #SCHOOL SEGREGATION, #ACHIEVEMENT, #ACHIEVEMENT TESTS, #CAUCASIAN STUDENTS, #EDUCATIONAL FACILITIES, #EDUCATIONAL POLICY, #HIGHER EDUCATION, #MOTIVATION, #NEGRO TEACHERS, #RESEARCH METHODOLOGY, #SCHOOL ENVIRONMENT, #SCHOOL INTEGRATION, #STUDENT CHARACTERISTICS, #STUDENT ENROLLMENT, #TABLES (DATA), #TEACHER CHARACTERISTICS,

THE PRODUCT OF AN EXTENSIVE SURVEY REQUESTED BY THE CIVIL RIGHTS ACT OF 1964, THIS REPORT DOCUMENTS THE AVAILABILITY OF EQUAL EDUCATIONAL OPPORTUNITIES IN THE PUBLIC SCHOOLS FOR MINORITY GROUP NEGROES, PUERTO RICANS, MEXICAN-AMERICANS, ORIENTAL-AMERICANS, AND AMERICAN INDIANS, AS COMPARED WITH OPPORTUNITIES FOR MAJORITY GROUP WHITES. COMPARATIVE ESTIMATES ARE MADE ON A REGIONAL AS WELL AS ON A NATIONAL BASIS. SPECIFICALLY, THE REPORT DETAILS THE DEGREE OF SEGREGATION OF MINORITY GROUP PUPILS AND TEACHERS IN THE SCHOOLS AND THE RELATIONSHIP BETWEEN STUDENTS' ACHIEVEMENT, AS MEASURED BY ACHIEVEMENT TESTS, AND THE KINDS OF SCHOOLS

THEY ATTEND. EDUCATIONAL QUALITY IS ASSESSED IN TERMS OF CURRICULUMS OFFERED, SCHOOL FACILITIES SUCH AS TEXTBOOKS, LABORATORIES, AND LIBRARIES, SUCH ACADEMIC PRACTICES AS TESTING FOR APTITUDE AND ACHIEVEMENT, AND THE PERSONAL, SOCIAL, AND ACADEMIC CHARACTERISTICS OF THE TEACHERS AND THE STUDENT BODIES IN THE SCHOOLS. ALSO IN THE REPORT IS A DISCUSSION OF FUTURE TEACHERS OF MINORITY GROUP CHILDREN, CASE STUDIES OF SCHOOL INTEGRATION, AND SECTIONS ON HIGHER EDUCATION OF MINORITIES AND SCHOOL NONENROLLMENT RATES. INFORMATION RELEVANT TO THE SURVEY'S RESEARCH PROCEDURES IS APPENDED. NOTABLE AMONG THE FINDINGS ON THE SURVEY ARE THAT NEGRO STUDENTS AND TEACHERS ARE LARGELY AND UNEQUALLY SEGREGATED FROM THEIR WHITE COUNTERPARTS, AND THAT THE AVERAGE MINORITY PUPIL ACHIEVES LESS AND IS MORE AFFECTED BY THE QUALITY OF HIS SCHOOL THAN THE AVERAGE WHITE PUPIL. THIS DOCUMENT IS ALSO AVAILABLE FROM THE SUPERINTENDENT OF DOCUMENTS, U.S. GOVERNMENT PRINTING OFFICE, WASHINGTON, D.C. 20402, FOR \$4.25. (AH)

ED 012 276

UD 002 422

HOPE FOR CONNECTICUT'S DISADVANTAGED CHILDREN, A SCHOOL ADMINISTRATORS'S GUIDE TO STATE AND FEDERAL PROGRAMS FOR EDUCATING DEPRIVED CHILDREN.

CONNECTICUT STATE DEPT. OF EDUCATION, HARTFORD

REPORT NUMBER CSDE-BULL-98

PUB DATE JUL 66

EDRS PRICE MF-\$0.09 HC-\$2.24 56P.

DESCRIPTORS- #CULTURALLY DISADVANTAGED, #EDUCATION, #FEDERAL PROGRAMS, #GUIDELINES, #STATE PROGRAMS, #BIBLIOGRAPHIES, #CHILDREN, #CIVIL RIGHTS ACT OF 1964, #COMMUNITY ACTION PROGRAMS, #COMPENSATORY EDUCATION, #CONNECTICUT, #CURRICULUM, #ESEA (1965) TITLE I, #EVALUATION TECHNIQUES, #HARTFORD, #HIGHER EDUCATION ACT, #LEGISLATION, #NATIONAL DEFENSE ACT, #NEIGHBORHOOD YOUTH CORPS, #PROGRAM ADMINISTRATION, #PROGRAM DEVELOPMENT, #PROGRAM EVALUATION, #PROJECTS, #STATE ACT (PA 523), #VISTA, #VOCATIONAL TRAINING ACT,

INTRODUCED BY EXCERPTS FROM PREVIOUSLY PUBLISHED WORKS ABOUT CULTURALLY DISADVANTAGED CHILDREN, THIS DOCUMENT PRESENTS GUIDELINES FOR (1) IMPLEMENTING THE 1965 CONNECTICUT STATE ACT TO PROVIDE AID FOR THE EDUCATION OF DISADVANTAGED CHILDREN AND (2) ESTABLISHING THE TITLE I PROGRAMS CREATED BY THE 1965 FEDERAL ELEMENTARY AND SECONDARY EDUCATION ACT. A PART OF THE DOCUMENT BRIEFLY DESCRIBES SOME OTHER ASSISTANCE SOURCES, THE HIGHER EDUCATION ACT AND THE VOCATIONAL TRAINING ACT, AMONG OTHERS. ONE CHAPTER IS DEVOTED TO THE REQUIREMENTS AND TECHNIQUES FOR EVALUATING THE PROGRAMS ESTABLISHED UNDER THIS LEGISLATION. THE APPENDICES CONTAIN BIBLIOGRAPHIES ON THE EDUCATION OF THE DISADVANTAGED AND ON EVALUATION TECHNIQUES. (NH)

ED 012 277

UD 002 717

EVALUATION REPORT--ESEA PROGRAM OF COMPENSATORY EDUCATION.

ABSTRACT.

BY- BADAL, ALDEN W.

OAKLAND UNIFIED SCHOOL DISTRICT, CALIF.

PUB DATE 13 SEP 66

EDRS PRICE MF-\$0.09 HC-\$1.04 26P.

DESCRIPTORS- #COMPENSATORY EDUCATION PROGRAMS, #DISADVANTAGED YOUTH, #EVALUATION, #PROGRAMS, #ACHIEVEMENT RATING, #CULTURAL ENRICHMENT, #CURRICULUM DEVELOPMENT, #ELEMENTARY SCHOOLS, #ESEA

(1965-66) TITLE I, INSERVICE TEACHER EDUCATION, INTERVIEWS, JUNIOR HIGH SCHOOLS, KINDERGARTEN, OAKLAND, PARENTS, PRESCHOOL PROGRAMS, PUBLIC SCHOOLS, REMEDIAL PROGRAMS, SCHOOL PERSONNEL, SENIOR HIGH SCHOOLS, SPECIAL SERVICES, SUMMER SCHOOLS, TABLES (DATA), TEACHER AIDES, TEACHERS,

THE EVALUATION STUDIES OF OAKLAND'S COMPENSATORY EDUCATION PROGRAMS FUNDED UNDER TITLE I OF THE 1965-66 ELEMENTARY AND SECONDARY EDUCATION ACT (ESEA) ARE SUMMARIZED IN THIS ABSTRACT OF THE FULL REPORT ON THE PROGRAMS. THE PROJECT AS A WHOLE HAD SEVEN PROGRAM COMPONENTS--REMEDIAL AND CORRECTIVE SERVICES, SUPPORTIVE AND AUXILIARY SERVICES, SUMMER SCHOOL, EARLY CHILDHOOD EDUCATION, CULTURAL ENRICHMENT, INSERVICE EDUCATION AND CURRICULUM DEVELOPMENT, AND TEACHER AIDE SERVICES. THE EVALUATION FORMAT CONTAINS A DESCRIPTION OF EACH OF THESE PROGRAMS, THEIR FINDINGS AND CONCLUSIONS ABOUT THEIR EFFECTIVENESS, AND A REFERENCE TO THE LOCATION OF THE RELEVANT MATERIAL IN THE FULL REPORT. ALSO INCLUDED HERE IS A REPORT OF THE PARENT INTERVIEW SURVEY OF OPINIONS ABOUT THE ESEA PROGRAM SERVICES. (NH)

ED 012 278

UD 002 826

THE HOMEWORK HELPER TUTOR MANUAL.

BY- DEERING, ALBERT R.

PUB DATE JUN 66

EDRS PRICE MF-30.18 HC-\$4.40 112P.

DESCRIPTORS- *INSTRUCTIONAL MATERIALS, *TEACHING GUIDES, *TEACHING TECHNIQUES, *TUTORING, AFTER SCHOOL TUTORING, AUDIOVISUAL AIDS, COMPENSATORY EDUCATION PROGRAMS, CURRICULUM, GRADE 3, GRADE 4, GRADE 5, GRADE 6, HIGH SCHOOL STUDENTS, HOMEWORK, HOMEWORK HELPER PROGRAM, INDIVIDUAL INSTRUCTION, LANGUAGE ARTS, PROGRAM DESCRIPTIONS, REMEDIAL MATHEMATICS, REMEDIAL READING, SCIENCE EDUCATION, STUDENT CHARACTERISTICS, STUDENT TEACHER RELATIONSHIP, STUDY CENTERS, STUDY HABITS, STUDY SKILLS,

THIS MANUAL FOR TUTORS IN THE MOBILIZATION FOR YOUTH-NEW YORK CITY BOARD OF EDUCATION HOMEWORK HELPER PROGRAM IS DESIGNED TO SUPPLEMENT THE TRAINING AND SUPERVISION THAT THE TUTORS RECEIVE FROM THE MASTER TEACHERS. THE PROGRAM EMPLOYS HIGH SCHOOL STUDENTS AS TUTORS FOR OTHER STUDENTS AT ALL GRADE LEVELS--ELEMENTARY, JUNIOR HIGH, AND HIGH SCHOOL. TO GUIDE THE TUTORS IN THEIR WORK, THIS TRAINING MANUAL CONTAINS THE FOLLOWING INFORMATION--(1) A DISCUSSION OF THE CHARACTERISTICS OF CHILDREN IN THE THIRD TO SIXTH GRADES WHO WILL BE RECEIVING TUTORING, (2) AN OUTLINE OF SEVERAL ELEMENTARY SCHOOL CURRICULUMS, (3) A DISCUSSION OF TUTORING METHODS AND METHODS OF DEVELOPING RAPPORT WITH THE PUPILS, (4) A DESCRIPTION OF A TUTORING CURRICULUM AND A DISCUSSION OF SOME MATERIALS FOR READING AND MATHEMATICS INSTRUCTION, AND (5) A GUIDE FOR LESSON PLANNING AND MAINTAINING RECORDS. A LARGE PORTION OF THE MANUAL CONTAINS SOME TUTORS' DESCRIPTIONS OF THEIR TEACHING TECHNIQUES. (JL)

ED 012 279

UD 002 917

STYLES OF CATEGORIZATION AMONG LOWER-CLASS KINDERGARTEN CHILDREN.

BY- SIGEL, IRVING OLMSTED, PATRICIA

PUB DATE 67

EDRS PRICE MF-30.09 HC-30.69 17P.

DESCRIPTORS- *INDIVIDUAL DIFFERENCES, *KINDERGARTEN CHILDREN, *LOWER CLASS, *MIDDLE CLASS, *PSYCHOLOGICAL STUDIES, AGE, AMERICAN EDUCATIONAL RESEARCH ASSOCIATION, COGNITIVE DEVELOPMENT, COMPENSATORY EDUCATION PROGRAMS, DETROIT, KINDERGARTEN, MERRILL PALMER INSTITUTE, NEGROES, NEW YORK CITY, PRESCHOOL CHILDREN, RESEARCH, RESPONSE MODE, SEX DIFFERENCES, SOCIAL CLASS, TESTING,

BASED UPON WORK WITH MIDDLE-CLASS ADULTS AND CHILDREN, THREE APPROACHES TO GROUPING HAVE BEEN IDENTIFIED--(1) DESCRIPTIVE PART-WHOLE, (2) RELATIONAL-CONTEXTUAL, AND (3) CATEGORICAL-INFERENTIAL. A COMPARISON WAS MADE OF THE FREQUENCY OF THE USE OF THESE APPROACHES AMONG MIDDLE- AND LOWER-CLASS, NEGRO PRESCHOOL AND KINDERGARTEN CHILDREN. INITIALLY, SIMILAR TESTING PROCEDURES WERE USED, BUT THE DIFFICULTY OF LOWER-CLASS CHILDREN IN GROUPING LIFE-SIZED PICTURES OF OBJECTS REQUIRED THE ADDITIONAL USE OF ACTUAL OBJECTS. IN THE DESCRIPTIVE PART-WHOLE CATEGORY, THE LOWER-CLASS CHILDREN TENDED TO GIVE MORE COLOR RESPONSES THAN MIDDLE-CLASS CHILDREN. COLOR WAS FOUND TO BE THE PREFERRED CRITERION OF CHILDREN ABLE TO VERBALIZE, A FACT THAT SEEMED TO INDICATE THAT FORM DOMINANCE IS MOST PRIMITIVE, LATER FOLLOWED BY COLOR, AND THEN BY THE REINTRODUCTION OF FORM WHEN CHILDREN LEARN TO USE FORM LABELS. THE USE OF THE RELATIONAL-CONTEXTUAL MODE (MORE FREQUENT AMONG MIDDLE-CLASS GIRLS AND NEGATIVELY RELATED TO ANALYTICAL THINKING) WAS FOUND TO INCREASE IN FREQUENCY IN KINDERGARTEN AMONG LOWER-CLASS CHILDREN WHO DID NOT HAVE HEADSTART EXPERIENCE. THESE CHILDREN INITIALLY GAVE FEW CLEARLY VERBALIZED RELATIONAL-CONTEXTUAL RESPONSES, BUT TENDED TO INCREASE THE NUMBER WHEN THEY WERE NOT REQUIRED TO HAVE A HIGH DEGREE OF ARTICULATION NOR USE TWO OR MORE OBJECTS. LOWER-CLASS CHILDREN GAVE FEW RESPONSES IN THE CATEGORICAL-INFERENTIAL CATEGORY. THIS PAPER WAS PRESENTED AT THE AMERICAN EDUCATIONAL RESEARCH ASSOCIATION ANNUAL MEETING (NEW YORK CITY, FEBRUARY 1967). (JL)

ED 012 280

UD 002 942

EDUCATION AND THE DEVELOPMENT OF IN-RESIDENCE TRAINING PROGRAMS, PART I, PART II.

BY- PURCELL, FRANCIS P. MELICAN, ROBERT L. SCIENCE RESEARCH ASSOCIATES INC., CHICAGO, ILL.

PUB DATE

67

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS- *DROPOUTS, *ECONOMICALLY DISADVANTAGED, *EDUCATION, *RESIDENTIAL PROGRAMS, *UNEMPLOYMENT, CAMPING, CHICAGO, CHURCHES, CIVILIAN CONSERVATION CORPS, COLLEGES, DORMITORIES, ECONOMICS, EMPLOYMENT, EMPLOYMENT OPPORTUNITIES, FEDERAL GOVERNMENT, FEDERAL PROGRAMS, NATIONAL JOB TRAINING CORPS, NATIONAL YOUTH ADMINISTRATION, NEIGHBORHOOD YOUTH CORPS, UNIVERSITIES,

THE TWO PARTS OF THIS DISCUSSION CONSIDER THE DEVELOPMENT OF RESIDENTIAL PROGRAMS FOR VOCATIONAL AND SOCIAL TRAINING TO MEET THE PROBLEMS OF THE LOW-INCOME SCHOOL DROPOUT. PART I REVIEWS THE HISTORICAL BACKGROUND OF RESIDENCY PROGRAMS IN SUCH EDUCATIONAL INSTITUTIONS AS COLLEGES, UNIVERSITIES, CHURCHES, AND SUMMER CAMPS. PART II DEALS WITH THE ANTECEDENTS OF THE JOB CORPS (THE CIVILIAN CONSERVATION CORPS AND THE NATIONAL YOUTH ADMINISTRATION) AND THE MOTIVATIONS FOR THEIR ESTABLISHMENT--THE NEED FOR PUBLIC

WORKS PROGRAMS AND FOR EDUCATION AND TRAINING OF LOW-INCOME YOUTH. IT WAS NOTED THAT DURING PREVIOUS PERIODS OF HIGH YOUTH UNEMPLOYMENT, THE OUTBREAK OF WARS DIMINISHED THE SERIOUSNESS OF THE PROBLEM, BUT, DURING THE 1960'S, TECHNOLOGICAL UNEMPLOYMENT HAS INCREASED THE NEED FOR ACTION TO FILL THE JOB NEEDS OF YOUTH. THE ENORMITY OF THE PRESENT AND PREDICTED DROPOUT POPULATION REQUIRES, IT IS FELT, CONSIDERABLY MORE EXTENSIVE PROGRAMS THAN THE JOB CORPS CAN NOW PROVIDE. THIS ARTICLE WAS PUBLISHED IN "PURCELL LETTERS," NUMBERS 9 AND 10, JANUARY 30 AND FEBRUARY 13, 1967 AND IS CIRCULATED PRIVATELY TO EDUCATORS BY SUBSCRIPTION FROM SCIENCE RESEARCH ASSOCIATES, 259 EAST ERIE STREET, CHICAGO, ILLINOIS 60611. (NH)

ED 012 281

UD 002 446

POVERTY'S CHILDREN, A VIEW OF POOR FAMILIES BASED ON RESEARCH SPONSORED BY THE HEALTH AND WELFARE COUNCIL OF THE NATIONAL CAPITAL AREA.

BY- JACKSON, LUTHER P.
CROSS-TELL, WASHINGTON, D.C.

PUB DATE SEP 66

EDRS PRICE MF-\$0.09 HC-\$0.96 24P.

DESCRIPTORS- *CHILD REARING, *COMMUNITY STUDY, *FAMILY (SOCIOLOGICAL UNIT), *LOW INCOME, ANTI SOCIAL BEHAVIOR, CHILD REARING STUDY (CRS), DISTRICT OF COLUMBIA, ECONOMIC DISADVANTAGEMENT, EDUCATION, MARITAL INSTABILITY, MIDDLE CLASS VALUES, NEGRO STEREOTYPES, NEGROES, PARENTAL ASPIRATION, RACIAL SEGREGATION, SEX EDUCATION, SOCIAL DISADVANTAGEMENT, SOCIOPSYCHOLOGICAL SERVICES, UNEMPLOYMENT, UNMID MOTHERS, URBAN ENVIRONMENT, WAGES,

ONE OF A SERIES OF PUBLICATIONS DERIVED FROM THE CHILD REARING STUDY (CRS) OF LOW-INCOME FAMILIES IN WASHINGTON, D.C., THIS PAMPHLET ATTEMPTS TO REFUTE THE POPULAR MISCONCEPTIONS ABOUT THE POOR. CRS FINDINGS SHOW THAT SUCH FAMILIES DO NOT NEGLECT THEIR CHILDREN BUT RATHER ARE FORCED BY THEIR CIRCUMSTANCES TO TRAIN THEM TO BE INDEPENDENT. POOR FAMILIES CARE DEEPLY ABOUT EDUCATION AND OTHER MIDDLE-CLASS VALUES BUT LACK THE MONEY AND KNOWLEDGE TO REALIZE THESE ASPIRATIONS. ALTHOUGH ACCUSED OF PROMISCUITY, IN FACT THE CRS SAMPLE ARE PRUDISH AND INHIBITED ABOUT GIVING SEX INFORMATION TO THEIR CHILDREN, AND PLACE GREAT VALUE ON THE LEGITIMACY OF OFFSPRING. FATHERS DESERT THEIR FAMILIES MAINLY BECAUSE OF UNEMPLOYMENT OR LOW PAYING JOBS. URBANIZATION AND SOCIOECONOMIC DEPRIVATION, RATHER THAN A BACKGROUND OF SLAVERY, ARE THE ROOT CAUSES OF THE CHARACTER OF NEGRO FAMILY LIFE. MEASURES TO SOLVE THE PROBLEMS OF THESE FAMILIES MUST BE BASED ON A CLINICAL APPROACH WHICH ATTENDS TO SUCH BACKGROUND FACTORS AS UNEMPLOYMENT, HOUSING, EDUCATION, AND SEGREGATION, WHICH HAVE LEAD TO ANTISOCIAL BEHAVIOR. POSITIVE COMMUNITY ORGANIZATION MUST RECOGNIZE THE DIVERSITY OF LOW-INCOME LIFE STYLES AND REQUIRES A NONJUDGMENTAL ATTITUDE ON THE PART OF PROFESSIONALS WHO WORK WITH THE POOR. THIS DOCUMENT IS ALSO AVAILABLE FROM CROSS-TELL, 1101 N STREET, N.W., WASHINGTON, D.C. 20005. (NH)

ED 012 282

UD 003 336

MATERIAL LANGUAGE STYLES AND THEIR IMPLICATIONS FOR CHILDREN'S COGNITIVE DEVELOPMENT.

BY- OLIN, ELLIS G. AND OTHERS

PUB DATE 66

EDRS PRICE MF-\$0.09 HC-\$1.56 39P.

DESCRIPTORS- *COGNITIVE DEVELOPMENT, *COMPARATIVE ANALYSIS, *LANGUAGE PATTERNS, *NEGRO MOTHERS, *PRESCHOOL CHILDREN, CHICAGO, COGNITIVE MEASUREMENT, CULTURALLY DISADVANTAGED, DATA, INTELLIGENCE QUOTIENT, LANGUAGE RESEARCH, LANGUAGE TESTS, LOWER CLASS, MIDDLE CLASS, NEGROES, RESEARCH, SOCIAL STATUS, STATISTICAL ANALYSIS, VERBAL ABILITY.

PART OF A LARGER STUDY OF THE COGNITIVE ENVIRONMENTS OF PRESCHOOL CHILDREN, THIS EXPERIMENT EXAMINED THE RELATIONSHIPS BETWEEN MOTHERS' LANGUAGE STYLES AND THE CONCEPT ATTAINMENT OF THEIR PRESCHOOL CHILDREN. SPEECH SAMPLES WERE OBTAINED FROM 180 URBAN NEGRO MOTHERS OF FOUR SOCIOECONOMIC GROUPS (MIDDLE-CLASS, UPPER-LOWER, LOWER-LOWER, AND LOWER-LOWER FAMILIES RECEIVING PUBLIC ASSISTANCE) BY ASKING EACH OF THEM TO TELL HER CHILD A STORY ABOUT THE "LOW-HOUSE" CARD OF THE CALIFORNIA ACHIEVEMENT TEST. SAMPLES WERE SCORED ON NINE LANGUAGE SCALES DEVELOPED TO MEASURE VARIOUS DIMENSIONS OF SPEECH COMPLEXITY. MIDDLE-CLASS MOTHERS SCORED HIGHEST ON ALL MEASURES, UPPER-LOWERS NEXT, AND THE TWO LOWER-LOWERS NEXT (PRESUMABLY A REFLECTION ON THEIR SIMILAR EDUCATIONAL BACKGROUND). THE MAJOR DIFFERENCES OCCURRED BETWEEN THE MIDDLE-CLASS MOTHERS AND THE REST OF THE GROUP, WHICH REFLECTS THE HIGHLY ELABORATE LANGUAGE STYLE OF THE MIDDLE-CLASS MOTHERS. CHILDREN'S CONCEPTUAL STYLES WERE THEN MEASURED, AND DATA FROM BOTH STUDIES WERE ANALYZED STATISTICALLY ON THE SIGEL CONCEPTUAL SORTING TASK FOR CHILDREN. THERE WAS A SIGNIFICANT CORRELATION BETWEEN MOTHERS' AND CHILDREN'S SCORES, WHICH INDICATES THAT THE MOTHER'S ABSTRACT LANGUAGE BEHAVIOR HAS A MAJOR EFFECT ON HER CHILD'S DEVELOPMENT OF ABSTRACT CONCEPTUALIZATION. (JG)

ED 012 283

UD 003 403

A PILOT BASIC EDUCATION PROGRAM FOR SCHOOL DROPOUTS INCORPORATING A TOKEN REINFORCEMENT SYSTEM.

BY- CLARK, MARILYN AND OTHERS

PUB DATE 67

EDRS PRICE MF-\$0.09 HC-\$0.92 13P.

DESCRIPTORS- *BASIC SKILLS, *REINFORCEMENT, *RESEARCH, *WORK STUDY PROGRAMS, ACADEMIC ACHIEVEMENT, CALIFORNIA ACHIEVEMENT TEST, CONTROL GROUPS, DROPOUTS, EDUCATIONAL EXPERIMENTS, FEMALES, JOBS, MOTIVATION, NEIGHBORHOOD YOUTH CORPS (NYC), POST TESTING, PRETESTING, REMEDIAL INSTRUCTION, REWARDS,

A 2-MONTH BASIC EDUCATION PROGRAM TESTED WHETHER A TOKEN REINFORCEMENT MIGHT BE AN EFFECTIVE INCENTIVE TO STIMULATE A DESIRED EDUCATIONAL BEHAVIOR. THE SUBJECTS (85) WERE TWO MATCHED GROUPS OF FIVE 16- TO 21-YEAR-OLD GIRLS WHO WERE SCHOOL DROPOUTS EMPLOYED IN A NEIGHBORHOOD YOUTH CORPS (NYC) PROGRAM. A CLASSROOM GROUP WAS GIVEN A BASIC EDUCATION PROGRAM WITH TOKEN REINFORCEMENT AND THE NYC JOB PLACEMENT, WHILE A JOB GROUP RECEIVED ONLY THE NYC PLACEMENT. BOTH GROUPS WERE PAID ACCORDING TO THE REGULAR NYC PAYMENT PRACTICES. THE REINFORCEMENT SYSTEM FOR THE CLASSROOM GROUP USED A POINT SCALE TO CORRECT ANSWERS (89 PERCENT CORRECT CRITERION) TO INSTRUCTIONAL MATERIALS WHICH WOULD DETERMINE THE GIRLS' SALARIES AND A POSSIBLE REWARD OF COMMODITIES. THE GIRLS WORKED INDIVIDUALLY ON THE COMMERCIAL INSTRUCTIONAL MATERIALS AND PACED THEMSELVES. THE POINT VALUES WERE SHIFTED TO INCREASE THE PROBABILITY OF THE 85% WORKING MORE

INTENSIVELY IN THE AREAS OF GREATER DEFICIENCIES. A COMPARISON OF PRETEST AND POST-TEST CALIFORNIA ACHIEVEMENT TEST SCORES SHOWED A MEDIAN INCREASE OF 1.3 YEARS FOR THE CLASSROOM GROUP AND 0.2 YEARS FOR THE JOB GROUP. THE OVERALL REMEDIAL PROGRAM INCREASED THE ACADEMIC SKILLS OF THE GIRLS IN A RELATIVELY BRIEF PERIOD, AND THE TOKEN SYSTEM SEEMED TO BE FUNCTIONAL BECAUSE THE CHANGES IN THE NUMBER OF POINTS WHICH COULD BE EARNED IN CERTAIN WORKBOOKS MODIFIED THE STUDENTS CHOICE OF MATERIALS. (NH)

ED 012 284

UD 003 484

EXPERIMENTS WITH TOKEN REINFORCEMENT IN A REMEDIAL CLASSROOM.
BY- WOLF, MONTROSE N. AND OTHERS

PUB DATE 66

EDRS PRICE MF-\$0.09 HC-\$1.04 26P.

DESCRIPTORS- *AFTER SCHOOL PROGRAMS, *LOW ACHIEVERS, *REINFORCEMENT, *REMEDIAL INSTRUCTION, ACADEMIC ACHIEVEMENT, ARITHMETIC, ATTENDANCE, CONTROL GROUPS, DISADVANTAGED YOUTH, EDUCATIONAL EXPERIMENTS, EVALUATION, GRADE POINT AVERAGE, GRADE 5, GRADE 6, INSTRUCTIONAL MATERIALS, PROGRAM COSTS, READING INSTRUCTION, REPORT CARDS, RESEARCH METHODOLOGY, REWARDS, STANFORD ACHIEVEMENT TEST.

IN AN AFTER-SCHOOL REMEDIAL EDUCATION PROGRAM 16 FIFTH- AND SIXTH-GRADE URBAN DISADVANTAGED STUDENTS WERE TAUGHT TO MASTER STANDARD INSTRUCTIONAL MATERIALS WITH THE SUPPORT OF TOKEN REINFORCEMENTS. THE STUDENTS HAD SCORED 2 YEARS BELOW THE READING NORM ON THE STANFORD ACHIEVEMENT TEST, AND THEIR MEDIAN IQ WAS 88. TOKEN POINTS WERE MANIPULATED RELATIVE TO THE AMOUNT AND/OR DIFFICULTY OF SUCCESS WITH THE ASSIGNED PROBLEMS. POINTS EARNED WERE REWARDED BY A VARIETY OF GOODS AND SPECIAL EVENTS (TREATS) WHICH WERE HIERARCHICALLY RANKED, THAT IS, LONG RANGE GOALS WITH MORE VALUABLE REWARDS REQUIRED MORE TOKEN POINTS. THE RELATIONSHIP BETWEEN THE RATE OF CERTAIN ACADEMIC BEHAVIOR AND THE TOKEN SYSTEM AND ITS CONTINGENCY WITH ACHIEVEMENT. OTHER CONTINGENCIES BUILT INTO THE PROJECT, NOT EXPERIMENTALLY ANALYZED, INCLUDED A MONEY BONUS FOR THE TEACHERS WHICH WAS LINKED TO THEIR STUDENTS' PRODUCTIVITY AND PERMISSION TO STUDENTS TO PURSUE FAVORITE SUBJECTS OR MORE ADVANCED WORK ONLY IF THE LESS POPULAR TASK WAS COMPLETED. OTHER TOKEN EARNING CONTINGENCIES WERE ATTENDANCE, GOOD BEHAVIOR, AND IMPROVEMENT IN GRADE AVERAGE. COMPARED WITH A CONTROL GROUP HAVING NO REMEDIATION, THE REINFORCEMENT GROUP GAINED AN AVERAGE OF 1 YEAR IN ACHIEVEMENT LEVEL AND 6 MONTHS IN THEIR PREVIOUSLY ACCUMULATED DEFICIT. ATTENDANCE AVERAGE 85 PERCENT AND MEDIAN REPORT CARD GAIN WAS 1.1 GRADE POINTS (C AVERAGE). (NH)

ED 012 285

UD 003 490

CULTURE IN AMERICAN EDUCATION--ANTHROPOLOGICAL APPROACHES TO MINORITY AND DOMINANT GROUPS IN THE SCHOOLS.

BY- LAIDES, RUTH

PUB DATE 65

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS- *ANTHROPOLOGY, *CULTURE, *EDUCATION, *TEACHER EDUCATION, AMERICAN INDIANS, BIBLIOGRAPHIES, CALIFORNIA, CLAREMONT PROJECT, COUNSELING INSTRUCTIONAL PROGRAMS, CULTURAL BACKGROUND, CULTURAL DIFFERENCES, ETHNIC GROUPS, EXPERIMENTAL PROGRAMS, MEXICAN AMERICANS, MINORITY GROUPS, NEGROES, RACE RELATIONS, RESEARCH PROJECTS, SCHOOLS, SOCIAL

WORKERS, TEACHER EDUCATION CURRICULUM, TEACHERS, UNITED KINGDOM, UNITED STATES.

THIS BOOK DESCRIBES AN EXPERIMENTAL TEACHER AND SOCIAL WORKER TRAINING PROGRAM WHICH COMBINED THE TENETS OF ANTHROPOLOGY AND EDUCATION IN AN EFFORT TO SOLVE THE SCHOOL AND WELFARE PROBLEMS OF MINORITY GROUPS IN CALIFORNIA, ESPECIALLY THOSE OF NEGROES AND MEXICAN AMERICANS. THIS CULTURAL APPROACH IS DISCUSSED IN CHAPTERS ON THE CULTURE CLASH IN THE SCHOOLS, IN THE QUESTIONS TEACHERS ASK ABOUT OTHER CULTURAL GROUPS, AND IN A REVIEW OF ANTHROPOLOGICAL CONCEPTS AND METHODS. ALSO DESCRIBED ARE THE COURSES DEVELOPED FOR THE TEACHERS, TRAINING IN THE SCHOOLS FOR DEALING WITH INTERCULTURAL PROBLEMS, SOCIAL WORK COUNSELING, AND SPECIAL PROJECTS CARRIED ON BY TEACHERS PARTICIPATING IN THE PROGRAM. THE APPENDIXES INCLUDE AN OUTLINE OF ASPECTS OF MEXICAN AMERICAN LIFE, A CHART COMPARING NEGRO-WHITE RELATIONS IN THE UNITED STATES AND THE UNITED KINGDOM (WITH SOME MATERIAL ON BRAZIL), AND A BRIEF DISCUSSION OF THE AMERICAN INDIAN. THERE IS ALSO AN EXTENSIVE BIBLIOGRAPHY. THIS BOOK WAS PUBLISHED BY JOHN WILEY AND SONS, 605 THIRD AVENUE, NEW YORK, NEW YORK 10016, 330 PAGES, \$7.95. (NH)

ED 012 286

UD 003 517

SCORE - A DESCRIPTION.

BY- SLACK, CHARLES W.

PUB DATE 63

EDRS PRICE MF-\$0.09 HC-\$0.48 12P.

DESCRIPTORS- *DELINQUENCY PREVENTION, *JUVENILE GANGS, *POSITIVE REINFORCEMENT, *URBAN AREAS, AGGRESSION, BEHAVIOR, BEHAVIOR THEORIES, COUNSELOR ROLE, CRIME, DELINQUENTS, FINANCIAL SUPPORT, MALES, POLICE, PROGRAM DESCRIPTIONS, ROLE THEORY, SCORE PROJECT, SOCIOPSYCHOLOGICAL SERVICES.

REINFORCEMENT AND ROLE-REVERSAL TECHNIQUES ARE USED IN THE SCORE PROJECT, A LOW-COST PROGRAM OF DELINQUENCY PREVENTION FOR HARD-CORE TEENAGE STREET CORNER BOYS. COMMITTED TO THE BELIEF THAT THE BOYS HAVE THE POTENTIAL FOR ETHICAL BEHAVIOR, THE SCORE WORKER FOLLOWS B.F. SKINNER'S THEORY OF OPERANT CONDITIONING AND REINFORCES THE DELINQUENT'S GOOD BEHAVIOR THROUGH REWARDS. FURTHERMORE, THE WORKER IN THE USE OF ROLE-REVERSAL TECHNIQUES MAKES THE DELINQUENTS RESPONSIBLE FOR REDUCING CRIME IN THE COMMUNITY. HOWEVER, THE SCORE WORKER DOES NOT AIM TO ACHIEVE PERSONALITY CHANGE OR COMMUNITY SPIRIT. SCORE PROJECTS BEGIN WITH PRIVATE OR COMMUNITY SUPPORT AND A SURVEY OF THE TEENAGE CRIME RATE IN THE AREA. LIAISON WITH THE POLICE IS IMPORTANT AT THIS POINT FOR VERIFYING OFFENSES, DETERMINING THE PATTERN, AND LOCATING THE HARD-CORE OFFENDERS. SUCH INTERVENTIONS AS OFFERING FREE COFFEE AND DONUTS DURING HIGH CRIME HOURS AND GIVING THE BOYS A CHANCE TO EXPRESS AGGRESSION "SAFELY" ARE USED IN THE BEGINNING OF THE PROGRAM. BASED IN A STOREFRONT OR LOFT, THE WORKER LATER PAYS THE BOYS FOR DESIRABLE BEHAVIOR AND COOPERATES IN FINANCING CONSTRUCTIVE ACTIVITIES. IMMEDIATE AVAILABILITY OF FUNDS IS ESSENTIAL FOR CARRYING OUT THESE ACTIVITIES. (NH)

ED 012 287

UD 003 518

SIMON SAYS--A NEW LOOK AT AN OLD GAME.

BY- GOTKIN, LASSAR G.

PUB DATE 67

EDRS PRICE MF-\$0.09 HC-\$0.00 20P.

DESCRIPTORS- *CHILDRENS GAMES, *INSTRUCTIONAL TECHNOLOGY, *VERBAL COMMUNICATION, CHILDREN, CURRICULUM, FEEDBACK, INSTRUCTION, INSTRUCTIONAL INNOVATION, PHYSICAL ACTIVITIES, PROGRAMED INSTRUCTION, PROMPTING, REINFORCEMENT, RESPONSE MODE, SEQUENTIAL LEARNING, SIMON SAYS GAME, STUDENT MOTIVATION, TEACHERS, VISUAL LEARNING,

AN OLD CHILDREN'S GAME CAN BE USED AS A DEVICE TO TEACH YOUNGSTERS TO FOLLOW INCREASINGLY COMPLEX INSTRUCTIONS. ITS USE WILL INCREASE THE CHILDREN'S ABILITY TO RESPOND SELECTIVELY, PARTICULARLY TO VERBAL INSTRUCTIONS, BY REPLACING THE TYPICAL VISUAL DOMINANCE OF THE CHILD WITH A VERBAL ONE. THE CURRICULUM IS DESIGNED TO MOVE FROM THE SIMPLEST TEACHING LEVEL TO A MORE COMPLEX ONE BY GRADUALLY INTRODUCING MORE AND MORE IRRELEVANT CUES. THE RESPONSE DEPENDS UPON INCREASINGLY MORE SPECIFIC VERBAL INSTRUCTIONS BY THE TEACHER, AND THE INITIAL VISUAL AND VERBAL CUES ARE LATER REPLACED BY VERBAL CUES ONLY. THIS APPLICATION OF THE GAME ENCOMPASSES THE PROGRAMED INSTRUCTIONAL PRINCIPLES OF INDIVIDUALIZED RESPONSE, FEEDBACK, AND SEQUENTIAL DEVELOPMENT. MOTIVATION IS STIMULATED BY THE MOTOR ACTIVITY AND THE SURPRISE ELEMENTS IN THE GAME. THE TECHNIQUE IS FLEXIBLE BECAUSE OF ITS PACING AND THE VARIATIONS WHICH ARE POSSIBLE. IT IS ALSO PRACTICAL, INVOLVES NO COST AND LITTLE PREPARATION, AND IS EASY TO MANAGE. (NH)

ED 012 288

UD 003 631

OUTWARD BOUND IN THE MAINSTREAM OF AMERICAN EDUCATION, A SYNOPSIS OF SIX OUTWARD BOUND MAINSTREAM PROJECTS. OUTWARD BOUND INC., ANDOVER, MASS.

PUB DATE FEB 67

EDRS PRICE MF-\$0.09 HC-\$0.72 18P.

DESCRIPTORS- *SERVICE EDUCATION, *YOUTH, *YOUTH PROGRAMS, ADAMS COUNTY, ANDOVER, ATIKOKAN, BRITISH COLUMBIA, COCURRICULAR ACTIVITIES, COLLEBRAN, COMMUNITY SERVICE PROGRAMS, CONSERVATION EDUCATION, DELINQUENT REHABILITATION, DELINQUENTS, DEMONSTRATION PROJECTS, DROPOUTS, ECONOMICALLY DISADVANTAGED, EDUCATIONAL PROGRAMS, ONTARIO, OUTWARD BOUND, RECREATIONAL PROGRAMS, RURAL YOUTH, TRENTON, UNDERACHIEVERS, URBAN YOUTH,

A SYNOPSIS IS OFFERED OF SIX DIFFERENT OUTWARD-BOUND PROGRAMS, EACH OF WHICH IS AN ADAPTATION OF THE BASIC OUTWARD-BOUND PHILOSOPHY OF HAVING YOUNG PEOPLE RECOGNIZE FOR THEMSELVES THEIR PHYSICAL, EMOTIONAL, AND SPIRITUAL CAPABILITIES SO THAT THEY WILL DEVELOP A STRONG SENSE OF SELF-RELIANCE AND INNER STRENGTH. THE ADAMS COUNTY, COLORADO, CONSERVATION PROGRAM TO RESTORE AND TRANSFORM AN ABANDONED LOT INTO A PLAYGROUND WAS AN ATTEMPT TO CHANGE THE ABSENTEEISM, MOTIVATION, AND ACADEMIC ACHIEVEMENT OF TWO GROUPS OF HIGH SCHOOL BOYS. IN TRENTON, NEW JERSEY, AN EXPLORATORY PROGRAM FOR URBAN DISADVANTAGED YOUTH INCLUDED CONSERVATIVE WORK, PARK DEVELOPMENT, FIRST AID, AND RESCUE WORK. IN ATIKOKAN, ONTARIO, A WILDERNESS ENVIRONMENT, A COURSE STRESSING OUTDOOR SKILLS AND COMMUNITY SERVICE WAS OFFERED TO BOYS AND GIRLS THROUGHOUT THE SCHOOL YEAR AS AN EXTRACURRICULAR ACTIVITY. A FOURTH PROGRAM, CONDUCTED JOINTLY BY OUTWARD-BOUND AND THE JOB CORPS IN COLLEBRAN, COLORADO, OFFERED CITY-BRED CORPSMEN TRAINING WHICH INCLUDED DISASTER

AND RESCUE TRAINING AND THE DEVELOPMENT OF SKILLS IN CAMPING, LEADERSHIP, FIRST AID, AND FIRE FIGHTING. TWO OTHER PROGRAMS NOW BEING CONDUCTED ARE AIMED AT REHABILITATING INMATES. IN MASSACHUSETTS, JUVENILE DELINQUENTS ARE BEING SENT TO EXISTING OUTWARD-BOUND SCHOOLS AS AN ALTERNATIVE TO INSTITUTIONALIZATION, AND, IN BRITISH COLUMBIA, OUTWARD-BOUND TECHNIQUES ARE BEING USED WITH YOUNG MALE RECIDIVISTS. (JL)

ED 012 289

UD 003 633

FREE CHOICE OPEN ENROLLMENT - JUNIOR HIGH SCHOOLS. BY- THORNDIKE, ROBERT L. AND OTHERS
CENTER FOR URBAN EDUCATION, NEW YORK, N.Y.

PUB DATE 31 AUG 66

EDRS PRICE MF-\$0.09 HC-\$1.12 28P.

DESCRIPTORS- *EVALUATION, *FREE CHOICE TRANSFER PROGRAMS, *GRADE 7, *MINORITY GROUP CHILDREN, *OPEN ENROLLMENT, ACADEMIC ACHIEVEMENT, ADJUSTMENT (TO ENVIRONMENT), ADMINISTRATOR ATTITUDES, ATTENDANCE, COMPARATIVE ANALYSIS, DATA, ESEA TITLE I, FRIENDSHIP, JUNIOR HIGH SCHOOLS, NEW YORK CITY, PARENT ATTITUDES, PEER RELATIONSHIP, RATING SCALES, READING TESTS, RESEARCH METHODOLOGY, SCHOOL ATTITUDES, SCHOOL INTEGRATION, STUDENT ATTITUDES, STUDENT BEHAVIOR, TEACHER ATTITUDES,

AN EVALUATION OF A FREE CHOICE, OPEN ENROLLMENT PROGRAM, IN WHICH SEVENTH-GRADE MINORITY GROUP CHILDREN HAD THE OPPORTUNITY TO TRANSFER TO RACIALLY BALANCED JUNIOR HIGH SCHOOLS OUTSIDE THEIR NEIGHBORHOODS, RECORDED THE RESPONSES OF THE PUPILS, PARENTS, AND TEACHERS IN THE RECEIVING SCHOOLS. THE COMPARATIVE ASSESSMENT OF ACADEMIC ACHIEVEMENT, SCHOOL BEHAVIOR AND DISCIPLINE, PEER ACCEPTANCE, AND SCHOOL ATTITUDES OF THE 263 OPEN ENROLLMENT PUPILS AND THE 257 NONOPEN ENROLLMENT PUPILS IN THE SAME 13 JUNIOR HIGH SCHOOLS WERE GATHERED FROM SCHOOL RECORDS AND PUPIL-COMPLETED RATING FORMS AND QUESTIONNAIRES. TEACHER, ADMINISTRATOR, AND PARENT ATTITUDES AND EVALUATIONS WERE ASSESSED BY QUESTIONNAIRES. GENERAL FINDINGS INDICATED THAT, IN COMPARISON WITH NATIONAL NORMS AND NONOPEN ENROLLMENT CLASSMATES, THE OPEN ENROLLMENT PUPILS HAD A HIGHER INCIDENCE OF UNSATISFACTORY GRADES IN ACADEMIC SUBJECTS. HOWEVER, THE TWO GROUPS OF PUPILS DID NOT DIFFER MARKEDLY IN THEIR ATTENDANCE, EXTENT OF DISCIPLINARY PROBLEMS, FAVORABLE ATTITUDES TOWARD SCHOOL, AND PEER ACCEPTANCE. THE PARENTS OF THE OPEN ENROLLMENT PUPILS FOR THE MOST PART WERE FAVORABLE TOWARD THE PRESENT SCHOOL OF THEIR CHILDREN, BUT THE TEACHERS AND ADMINISTRATORS TENDED TO VIEW NEGATIVELY THE OPEN ENROLLMENT PUPILS. (JL)

ED 012 290

UD 003 673

THE BLOOMINGDALE PROJECT, REPORT OF A DEMONSTRATION ON-THE-JOB TRAINING PROGRAM. BY- SCHRANK, ROGER LORBER, FRED
MOBILIZATION FOR YOUTH INC., NEW YORK, N.Y.

PUB DATE 1 NOV 64

EDRS PRICE MF-\$0.09 HC-\$0.84 21P.

DESCRIPTORS- *DEMONSTRATION PROGRAMS, *DROPOUTS, *ON THE JOB TRAINING, *YOUTH *UNEMPLOYED, BLOOMINGDALE'S DEPARTMENT STORE, DISADVANTAGED YOUTH, DISTRIBUTIVE EDUCATION, JOB APPLICATION, JOB MARKET, JOB PLACEMENT, JOB SKILLS, LOWER CLASS, MOBILIZATION FOR YOUTH (MFY), NEW YORK CITY, OFFICE OCCUPATIONS, ROLE PLAYING, SUPERVISION,

AN EXPERIMENTAL TRAINING PROGRAM TESTED TWO HYPOTHESES--(1) UNEMPLOYED MINORITY GROUP YOUTH WITH TRAINING AND REINFORCEMENT COULD SUCCEED IN JOBS IN MIDDLE-CLASS SETTINGS AND (2) HIGH SCHOOL GRADUATES WOULD BE MORE SUCCESSFUL THAN DROPOUTS IN COMPETING FOR JOBS, BUT DROPOUTS ALSO WOULD BENEFIT FROM THE TRAINING PROGRAM. IN NEW YORK CITY, MOBILIZATION FOR YOUTH (MFY), BLOOMINGDALE'S DEPARTMENT STORE, AND A LOCAL UNION COOPERATED IN THIS PROJECT FOR 29 YOUNG PEOPLE, AGED 17 TO 22, WHO WERE LITERATE AT THE SEVENTH-GRADE LEVEL. A 3-MONTH TRAINING PERIOD CONSISTED OF ORIENTATION TO DEPARTMENT STORE WORK, SPECIFIC FORMAL SKILL TRAINING, AND DIRECT SUPERVISION BY A MFY STAFF MEMBER WHO HAD SUPPORTIVE, COUNSELING, AND LIAISON FUNCTIONS. ORIENTATION MEETINGS INCLUDED ROLE PLAYING AND INSTRUCTION ON HOW TO ACT WHILE APPLYING FOR A JOB. ONE IMPORTANT FEATURE OF THE PROJECT IS ITS SALARY-SHARING PLAN--ONE HALF PAID BY MFY, THE OTHER HALF BY THE STORE. THIS SCHEME HELPS TO OPEN UP THE JOB MARKET FOR MFY'S PROGRAM AND ENABLES MFY TO ACT AS A BARGAINING AGENT. THE SUCCESS OF THE PROJECT WAS SHOWN BY FOLLOWUP FIGURES--(1) 14 OF THE ULTIMATE TRAINEES WERE REGULARLY EMPLOYED 6 MONTHS LATER AND (2) AMONG DROPOUTS, ONLY ONE PERSON WHO WANTED A JOB WAS UNEMPLOYED. THE SIX TRAINEES WHO WERE SCHOOL DROPOUTS AND WHO WOULD NOT NORMALLY HAVE QUALIFIED FOR JOBS WERE EITHER WORKING OR BACK IN SCHOOL. (NH)

ED 012 291

UD 003 674

LEARNING PATTERNS IN THE DISADVANTAGED.
BY- STODOLSKY, SUSAN S. LESSER, GERALD S.
YESHIVA UNIV., NEW YORK, N.Y.; FERKAUF GRAD. SCH.

PUB DATE 67

EDRS PRICE MF-80.18 HC-32.88 72P.

DESCRIPTORS- #DISADVANTAGED YOUTH, #EDUCATIONAL RESEARCH, #EDUCATIONAL STRATEGIES, #ETHNIC GROUPS, #LEARNING, #SOCIAL CLASS, #ACADEMIC ACHIEVEMENT, #CHINESE AMERICANS, #COGNITIVE DEVELOPMENT, #DEVELOPMENT, #EDUCATIONAL THEORIES, #INTELLIGENCE, #JEWS, #LEARNING PROCESSES, #LOWER CLASS, #MIDDLE CLASS, #NEGROES, #NEW YORK CITY, #PSYCHOLOGICAL PATTERNS, #PUERTO RICANS, #STUDENTS, #TEACHING PROCEDURES, #TEACHING TECHNIQUES,

RESEARCH ON THE DEVELOPMENTAL ORIGINS OF THE CHARACTERISTICS OF DISADVANTAGED CHILDREN IS NOT AS IMPORTANT FOR SCHOOL PEOPLE AS IS SCHOOL-BASED RESEARCH. SUCH STUDIES FOCUS ON A TASK ANALYSIS APPROACH WHICH WOULD MATCH THE CHARACTERISTICS OF A STUDENT'S BEHAVIOR WITH INSTRUCTIONAL PROCEDURES. ONE SPECIFIC PIECE OF RESEARCH STUDIED THE EFFECTS OF SOCIAL CLASS AND ETHNIC GROUP INFLUENCES ON THE DEVELOPMENT OF LEVELS AND PATTERNS OF MENTAL ABILITY BY OBTAINING THE SCORES FOR VERBAL ABILITY, REASONING, NUMBER FACILITY, AND SPACE CONCEPTUALIZATION OF MIDDLE- AND LOWER-CLASS CHINESE, JEWISH, NEGRO, AND PUERTO RICAN FIRST GRADERS. THE EFFECTS OF ETHNICITY UPON THE MENTAL PATTERNS WERE THE MOST STRIKING FINDINGS, FOR THE PATTERNS WERE CLEARLY DIFFERENT AMONG ETHNIC GROUPS. WITHIN ETHNIC GROUPS SOCIAL CLASS DIFFERENCES AFFECTED ONLY LEVEL AND LEFT PATTERN UNCHANGED. SOCIAL CLASS WAS A MORE INFLUENTIAL FACTOR IN THE LEVEL OF ABILITY OF NEGROES THAN AMONG ANY OTHER GROUP. THESE FINDINGS SUGGEST FURTHER STUDIES OF (1) DIFFERENTIAL ETHNIC GROUP PATTERNS AS PREDICTORS OF ACHIEVEMENT, (2) THE STABILITY OF THESE PATTERNS, (3) THEIR DEVELOPMENTAL ANTECEDENTS, AND (4) APPROPRIATE TEACHING STRATEGIES. IN

CONTRAST TO THE COLEMAN REPORT'S STRESS ON EQUAL EDUCATION TO PRODUCE EQUAL ACHIEVEMENT LEVELS AMONG ALL GROUPS, THE FINDINGS OF THIS STUDY SUGGEST THAT EMPHASIS ON EQUAL OPPORTUNITIES FOR EQUAL AND MAXIMUM DEVELOPMENT OF GROUPS WOULD BE MORE SUCCESSFUL POLICY. (NH)

ED 012 292

UD 003 675

THE WAR ON POVERTY AND THE SOCIAL ORIGINS AND TRAINING OF EDUCATION STUDENTS.

BY- CURRAN, ROBERT L. GUERTIN, WILSON N.

PUB DATE 68

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS- #SOCIAL CLASS, #TEACHERS, #BEHAVIORAL SCIENCES, #COMPARATIVE ANALYSIS, #DISADVANTAGED YOUTH, #EDUCATION, #FLORIDA, #LOWER CLASS, #LOWER MIDDLE CLASS, #MIDDLE CLASS, #OCCUPATIONS, #SOCIAL BACKGROUND, #SOCIAL CHANGE, #STUDENTS, #TEACHER BACKGROUND, #TEACHER EDUCATION, #TEACHERS COLLEGES,

THE ABILITY OF AMERICANS TO COMMUNICATE EFFECTIVELY ACROSS SOCIAL CLASS LINES IS BASIC TO ANY EFFORTS FOR SOCIAL CHANGE. A STUDY OF THE SOCIAL BACKGROUND OF EDUCATION STUDENTS SOUGHT TO DETERMINE WHETHER THERE IS A TREND TOWARD A DISTRIBUTION WHICH MATCHES THAT OF THE POPULATION AT LARGE, AND WHETHER THE SUPPLY OF TEACHERS FROM LOWER SOCIAL CLASSES IS REMAINING CONSTANT. A COMPARISON OF THE PERCENTAGE DISTRIBUTION OF THE SOCIAL ORIGIN OF STUDENTS IN EDUCATION CLASSES IN 1955 AND 1963 SHOWED A TREND TOWARD A LOWER SUPPLY OF TEACHERS FROM LABOR ORIGINS (NONE WERE FROM UNSKILLED OCCUPATIONAL BACKGROUND) AND AN INCREASE IN THE SUPPLY FROM THE PROFESSIONAL AND MANAGERIAL CLASSES. IF ONE ASSUMES THAT THE EDUCATION OF THE DISADVANTAGED IS MOST EFFECTIVE WHEN THE SOCIAL CLASS BACKGROUNDS OF TEACHERS AND STUDENTS ARE SIMILAR, THEN THESE DATA SHOW THE URGENT NEED FOR RADICALLY CHANGED BEHAVIORAL SCIENCE TRAINING OF EDUCATION STUDENTS. SUCH AN APPROACH WOULD ALLOW FOR MORE "INTIMATELY INTERPERSONAL TRANSACTIONS" BETWEEN TEACHERS AND STUDENTS OF DIFFERENT SOCIAL STATUS. THIS ARTICLE WAS PUBLISHED IN "JOURNAL OF TEACHER EDUCATION," VOLUME 17, NUMBER 4, WINTER 1966. (NH)

ED 012 293

UD 003 735

PRESCHOOL EDUCATION, A SELECTED BIBLIOGRAPHY.
YESHIVA UNIV., NEW YORK, N.Y.; ERIC CLEARINGHOUSE

PUB DATE MAR 67

EDRS PRICE MF-80.09 HC-30.44 11P.

DESCRIPTORS- #BIBLIOGRAPHIES, #DISADVANTAGED YOUTH, #PRESCHOOL EDUCATION, #BEHAVIORAL SCIENCE RESEARCH, #COMPENSATORY EDUCATION PROGRAMS, #CURRICULUM RESEARCH, #EDUCATIONAL RESEARCH, #ENRICHMENT PROGRAMS, #EXPERIMENTAL PROGRAMS, #GUIDELINES, #LANGUAGE RESEARCH, #NEW YORK CITY, #PRESCHOOL PROGRAMS, #PROJECT HEADSTART,

THIS SELECTED BIBLIOGRAPHY CONTAINS WORKS ON THE PRESCHOOL EDUCATION OF THE DISADVANTAGED CHILD. GENERAL DISCUSSIONS OF PRESCHOOL EDUCATION ARE FOLLOWED BY SEPARATE SECTIONS ON RELEVANT RESEARCH, DESCRIPTIONS OF SPECIFIC PRESCHOOL PROGRAMS, AND REPORTS AND DISCUSSIONS OF PROJECT HEADSTART. THE MORE THAN 130 WORKS CITED INCLUDE JOURNAL ARTICLES, BOOKS, DOCTORAL DISSERTATIONS, SPEECHES, AND PROGRAM REPORTS AND PROPOSALS. MOST OF THESE PUBLISHED AND

UNPUBLISHED WORKS WERE PRODUCED DURING THE 1960'S, AND WHERE RELEVANT, THE CITATIONS CONTAIN THE NUMBER OF REFERENCES INCLUDED AND OFFER INFORMATION ABOUT WHERE TO OBTAIN AN UNPUBLISHED WORK, FOR EXAMPLE, AN AUTHOR'S PROFESSIONAL AFFILIATION OR TO WHAT A GROUP A SPEECH WAS PRESENTED. (JL)

ED 012 294

UD 003 740

THE IMPACT OF THE UPO DEMONSTRATION PROGRAM ON A SELECTED GROUP OF CARDOZO AREA YOUTH--A STUDY OF JUVENILE DELINQUENCY PREVENTION. SECOND YEAR REPORT--1965-66.

BY- JONES, ROY J. FISHMAN, JACOB R.
HOWARD UNIV., WASHINGTON, D.C.

PUB DATE MAR 66

EDRS PRICE MF-\$0.27 HC-\$5.20 130P.

DESCRIPTORS- *DELINQUENCY PREVENTION, *DELINQUENTS, *DEMONSTRATION PROGRAMS, *EVALUATION, ACTION FOR YOUTH, ADOLESCENTS, ANTI SOCIAL BEHAVIOR, ASPIRATION, ATTITUDES, CULTURAL ENVIRONMENT, DATA ANALYSIS, DELINQUENCY CAUSES, DELINQUENT BEHAVIOR, DELINQUENT IDENTIFICATION, DISTRICT OF COLUMBIA, DROPOUTS, FAMILY CHARACTERISTICS, GHETTOS, LOW INCOME GROUPS, NEGROES, NEIGHBORHOOD YOUTH CORPS, RESEARCH METHODOLOGY, RESEARCH PROJECTS, SOCIOPSYCHOLOGICAL SERVICES, TABLES (DATA), UNITED PLANNING ORGANIZATION, URBAN AREAS, VALUES,

THIS 20-YEAR REPORT OF AN EVALUATION STUDY OF A JUVENILE DELINQUENCY PREVENTION PROGRAM IS CONCERNED PRIMARILY WITH THE ADOLESCENT COHORT (A CORE GROUP OF 14- TO 20-YEAR-OLDS) IN A SINGLE SCHOOL DISTRICT. THE MAJOR AIMS OF THE RESEARCH WERE TO DETERMINE WHETHER INTERVENTIONS HAD REDUCED DELINQUENCY IN A SELECTED GROUP FROM THE DISTRICT, AND TO TEST SOME OF THE CURRENT THEORETICAL ASSUMPTIONS ABOUT DELINQUENCY. THE SAMPLE, INSTRUMENTS, AND DATA COLLECTION METHODS ARE OUTLINED. A SECTION ON DATA ANALYSIS DESCRIBES THE CHARACTERISTICS OF HIGH-, MEDIUM-, AND LOW-RISK GROUPS AND SOME OF THE INTERVENTION EFFORTS TO DEAL WITH THEM. THE RISK GROUPS ARE DISCUSSED IN RELATION TO THE FACTORS OF A PUTATIVE DELINQUENT SUBCULTURE, ASPIRATIONS, PERCEPTIONS OF THE OPPORTUNITY SYSTEM, AND VALUE ORIENTATION. THE SUMMARY AND DISCUSSION SECTION NOTES THAT THE HYPOTHESIS THAT WITHOUT SOME INTERVENTION THE HIGH-RISK GROUP WOULD HAVE BECOME DELINQUENT WAS BORNE OUT, AND THAT THE NEIGHBORHOOD CENTERS IN THE TARGET AREA APPEARED TO HAVE BEEN EFFECTIVE IN REDUCING JUVENILE DELINQUENCY. IT IS FELT THAT THE EXPERIENCE OF THIS PROGRAM SHOWS THAT IF INTERVENTIONS ARE TO BE MORE EFFECTIVE, THEY MUST CONCENTRATE ON THE SPECIFIC PATHOLOGY OF THE GHETTO. THE APPENDICES CONTAINED EXCERPTS FROM AN INTERVIEW WITH A YOUNG MAN FROM THE AREA AND TWO CASE EVALUATIONS FROM EACH OF THE THREE RISK GROUPS. (NH)

ED 012 295

UD 003 741

THE NET IMPACT OF THE CARDOZO AREA DEMONSTRATION PROGRAM, 1964-1965. FIRST YEAR REPORT.

BY- JONES, ROY J. FISHMAN, JACOB R.
HOWARD UNIV., WASHINGTON, D.C.

PUB DATE JUN 66

EDRS PRICE MF-\$0.45 HC-\$11.00 275P.

DESCRIPTORS- *DELINQUENCY PREVENTION, *DELINQUENTS, *DEMONSTRATION PROGRAMS, *EVALUATION, *PRESCHOOL EDUCATION, ACTION FOR YOUTH, ADOLESCENTS, CARDOZO SCHOOL DISTRICT,

DELINQUENCY CAUSES, DELINQUENT BEHAVIOR, DELINQUENT IDENTIFICATION, DISTRICT OF COLUMBIA, DROPOUTS, FAMILY ENVIRONMENT, INSTITUTIONALIZED (PERSONS), JOB TRAINING, LOW INCOME GROUPS, NEGROES, PRESCHOOL CHILDREN, RESEARCH METHODOLOGY, RESEARCH PROJECTS, SOCIOPSYCHOLOGICAL SERVICES, STUDENT RECORDS, TABLES (DATA), URBAN AREAS, URBAN POPULATION,

A 1ST-YEAR REPORT OF AN EVALUATION STUDY OF ACTION AND DEMONSTRATION PROGRAMS FOR DELINQUENCY PREVENTION AMONG URBAN GHETTO YOUTH IS PRESENTED. THE PURPOSE OF THE STUDY WAS TO DETERMINE THE NET EFFECTIVENESS OF THE INTERVENTION EFFORTS OF WASHINGTON ACTION FOR YOUTH IN A SCHOOL DISTRICT WITH A HIGH CONCENTRATION OF LOW-INCOME NEGRO YOUTH. THE RESEARCH DESIGN INCLUDED (1) A BASE EXPECTANCY STUDY TO COLLECT DATA FOR DELINQUENCY PREDICTION, (2) IDENTIFICATION AND STUDY OF AN ADOLESCENT COHORT OF 14- TO 17-YEAR-OLDS, (3) STUDIES OF SOME OF THE COHORT FAMILIES, (4) RESEARCH ON A SAMPLE OF THE DEMONSTRATION PRESCHOOL POPULATION IN THE AREA, AND (5) AN ACCOUNTING OF THE POPULATION FOR POTENTIAL USE IN A DATA BANK. THE ORIGINAL FAMILY STUDY WAS EXPANDED INTO A SYSTEMATIC STUDY OF LOW INCOME FAMILIES, AND THE COGNITIVE DATA ON THE PRESCHOOL CHILDREN WAS USED TO STUDY THEIR LANGUAGE RESPONSES TO DIFFERENT STIMULI UNDER VARYING CONDITIONS. IT WAS HYPOTHESIZED THAT THERE WOULD BE SIGNIFICANT DIFFERENCES BETWEEN INSTITUTIONALIZED AND NONINSTITUTIONALIZED YOUTH ON SUCH FACTORS AS LOW SOCIOECONOMIC STATUS, EDUCATION, FAMILY CHARACTERISTICS, INTACT OR BROKEN HOMES, SOCIAL CLASS ASPIRATIONS, PEER GROUP BEHAVIOR, AND NEIGHBORHOOD DEVIANCY. THE VARIOUS ASPECTS OF THE STUDY ARE DISCUSSED IN DETAIL, AND MUCH OF THE RELEVANT DATA IS SUMMARIZED IN 106 TABLES. AN ABSTRACT OF THE STUDY IS INCLUDED. (NH)

ED 012 296

UD 003 761

PROGRAMS AND PROSPECTS FOR OUT-OF-SCHOOL YOUTH--SCHOOL DROPOUTS AND HIGH-SCHOOL GRADUATES.

BY- GOLDBERG, F.S.
YESHIVA UNIV., NEW YORK, N.Y., FERKAUF GRAD. SCH.

PUB DATE JAN 66

EDRS PRICE MF-\$0.09 HC-\$0.40 10P.

DESCRIPTORS- *DROPOUTS, *JOB TRAINING, *OUT OF SCHOOL YOUTH, *WORK EXPERIENCE PROGRAMS, *YOUTH EMPLOYMENT, BIBLIOGRAPHIES, EMPLOYMENT OPPORTUNITIES, EVALUATION, FEDERAL PROGRAMS, JOB MARKET, JOB SKILLS, JOBS CORPS, LABOR FORCE, MANPOWER DEVELOPMENT, NEGROES, NEIGHBORHOOD YOUTH CORPS, NEW YORK CITY, UNEMPLOYMENT, VOCATIONAL ADJUSTMENT,

IN RECENT YEARS YOUTH EMPLOYMENT PROGRAMS HAVE PROLIFERATED, MAINLY AS A RESULT OF THE FEDERAL GOVERNMENT'S EXPANDED ROLE IN THIS AREA. THE PROGRAMS ARE OF TWO BASIC TYPES--(1) VOCATIONAL AND EDUCATIONAL ADJUSTMENT PROGRAMS WHICH PREPARE THE YOUTH FOR EMPLOYMENT BY EQUIPPING HIM WITH A PARTICULAR SKILL AND PROPER WORK HABITS AND (2) UPWARD MOBILITY PROGRAMS WHICH CONCENTRATE ON JOB AND CAREER DEVELOPMENT AND TRY TO UPGRADE THE DISADVANTAGED YOUTH BY OFFERING HIM VARIOUS SOCIOPSYCHOLOGICAL SERVICES. THE JOBS CORPS EMPHASIZES PLACEMENT RATHER THAN THE CREATION OF EMPLOYMENT OPPORTUNITIES, WHILE THE NEIGHBORHOOD YOUTH CORPS IS NOW MOVING AWAY FROM A PRIMARY CONCERN WITH SHORT-TERM EMPLOYMENT TO AN INTEREST IN TRAINING AND REMEDIATION FOR THE

YOUTH. EVALUATIONS OF THE OUTCOMES OF YOUTH EMPLOYMENT PROGRAMS ARE UNSATISFACTORY BECAUSE OF THE DIFFICULTY IN COLLECTING DATA, BUT THE QUESTION REMAINS WHETHER THESE PROGRAMS, EVEN PROPERLY IMPLEMENTED, CAN ALLEVIATE YOUTH UNEMPLOYMENT. IN FAILING TO RECOGNIZE THAT YOUTH UNEMPLOYMENT IS A FUNCTION OF THE AVAILABILITY OF JOBS, AND IN CONCENTRATING ON JOB TRAINING, THESE PROGRAMS DEAL WITH THE SYMPTOMS OF JOBLESSNESS RATHER THAN ITS CAUSES. TO RELIEVE THE CAUSES THESE YOUTH SHOULD BE OFFERED GREATER EMPLOYMENT OPPORTUNITIES THROUGH NEW JOBS OR THE RESTRUCTURING OF EXISTING ONES. A BIBLIOGRAPHY ON YOUTH EMPLOYMENT FOLLOWS THE DISCUSSION. THIS ARTICLE WAS PUBLISHED IN THE "IRCD BULLETIN," VOLUME 2, NUMBER 1, JANUARY 1966. (EF)

ED 012 297

VT DDD 010

A STUDY OF THE EDUCATIONAL NEEDS FOR WORKERS ENGAGED IN OCCUPATIONS IN OFF-FARM AGRICULTURAL BUSINESSES IN ALABAMA.

BY- BAKER, RICHARD A.

AUBURN UNIV., ALA., SCHOOL OF EDUCATION

PUB DATE JUN 66

EDRS PRICE MF-\$0.18 HC-\$2.84 71P.

DESCRIPTORS- *AGRICULTURAL SKILLS, *EMPLOYER ATTITUDES, *EMPLOYMENT OPPORTUNITIES, *OCCUPATIONAL CLUSTERS, *OFF FARM AGRICULTURAL OCCUPATIONS, AUBURN, COOPERATIVE EDUCATION, CURRICULUM DEVELOPMENT, EDUCATIONAL NEEDS, EMPLOYMENT PRACTICES, INDIVIDUAL CHARACTERISTICS,

IN ORDER TO DETERMINE PREEMPLOYMENT EDUCATIONAL NEEDS OF SECONDARY SCHOOL STUDENTS ENTERING NONPROFESSIONAL OFF-FARM AGRICULTURAL OCCUPATIONS, THIS STUDY WAS DESIGNED TO IDENTIFY EMPLOYING FIRMS, EXISTING OCCUPATIONS, DESIRABLE CHARACTERISTICS OF BEGINNING EMPLOYEES, EMPLOYERS' FAMILIARITY WITH VOCATIONAL AGRICULTURAL PROGRAMS, EMPLOYERS' AGREEMENT ON CHANGES NEEDED IN THE PROGRAMS, EMPLOYERS' WILLINGNESS TO COOPERATE IN PREEMPLOYMENT TRAINING, PROBLEMS OF CONDUCTING COOPERATIVE EDUCATION PROGRAMS, AND EMPLOYERS' AGREEMENT ON THE RELATIVE IMPORTANCE OF VARIOUS INSTRUCTIONAL UNITS. THE SAMPLE OF 474 FIRMS WAS SELECTED RANDOMLY FROM STRATIFIED POPULATION CATEGORIES. AN INTERVIEW INSTRUMENT WAS DESIGNED AND PRETESTED. IT WAS ADMINISTERED BY VOCATIONAL AGRICULTURE TEACHERS. DESCRIPTIVE STATISTICAL TECHNIQUES WERE USED IN ANALYZING DATA, AND FACTOR ANALYSIS WAS USED TO GROUP COMPETENCIES. OF 184 OCCUPATIONS, 125 WERE NONPROFESSIONAL AND MOST REQUIRED ON-THE-JOB TRAINING. A RURAL BACKGROUND WAS PREFERRED FOR BEGINNING EMPLOYEES. PERSONALITY, ABILITY TO GET ALONG WITH OTHERS, AND COMMUNICATIVE ABILITY WERE IMPORTANT FACTORS IN EMPLOYEE SELECTION, AS WELL AS HIGH SCHOOL GRADUATION. AGRICULTURAL COMPETENCIES WERE NEEDED, AND POST-HIGH SCHOOL TRAINING WOULD BE REQUIRED IN SOME CASES. MOST EMPLOYERS FELT OCCUPATIONAL EXPERIENCE PROGRAMS WERE NECESSARY, AND THEY WOULD COOPERATE IN SPITE OF ANTICIPATED LIABILITY PROBLEMS. (JH)

ED 012 298

VT DDD 031

EDUCATIONAL ATTAINMENT OF JOBSEEKERS REGISTERED FOR EMPLOYMENT WITH THE OHIO STATE EMPLOYMENT SERVICE, APRIL 25, 1965.

BY- DRAKE, JAMES M. AND OTHERS

OHIO STATE BUREAU OF UNEMPLOYMENT COMPENSATION

PUB DATE SEP 65

EDRS PRICE MF-\$0.27 HC-\$3.16 129P.

DESCRIPTORS- *DROPOUTS, *HIGH SCHOOL GRADUATES, *JOB APPLICATION, *UNEMPLOYED, ACADEMIC ACHIEVEMENT, AGE GROUPS, CLERICAL WORKERS, COLLEGE GRADUATES, COLUMBUS, EMPLOYMENT SERVICES, GEOGRAPHIC DISTRIBUTION, PROFESSIONAL PERSONNEL, SALES WORKERS, SEMISKILLED WORKERS, SERVICE WORKERS, SEX (CHARACTERISTICS), SKILLED WORKERS, UNSKILLED WORKERS,

A SURVEY OF PERSONS SEEKING EMPLOYMENT THROUGH EVERY PUBLIC EMPLOYMENT OFFICE IN OHIO WAS DESIGNED TO UPDATE AND COMPARE FINDINGS WITH RESULTS OF A SIMILAR STUDY CONDUCTED IN 1962. TOTAL JOBSEEKERS REGISTERED FOR EMPLOYMENT IN 1965 NUMBERED 132,350. IN 1962, THE TOTAL WAS 215,477. THE DECLINE OF 39 PERCENT WAS DUE IN PART TO THE SHORTER VALIDITY PERIOD (TIME WITHIN WHICH APPLICANTS MUST REVISIT THE LOCAL OFFICE TO INDICATE CONTINUED AVAILABILITY) FOR THE 1965 COUNT IN 22 LOCAL OFFICES. MORE IMPORTANT, HOWEVER, WERE GENERALLY IMPROVED EMPLOYMENT OPPORTUNITIES. NEARLY 62 PERCENT OF THE JOBSEEKERS WERE NOT HIGH SCHOOL GRADUATES IN 1962, COMPARED WITH 60 PERCENT IN 1965. AMONG THE YOUTH UNDER 20, THE PROPORTION WHO HAD NOT FINISHED HIGH SCHOOL ROSE FROM 49 TO 54 PERCENT BETWEEN THE TWO COUNTS. JOBSEEKERS UNDER 20 TOTALLED 14,394 IN 1962 AND 16,971 IN 1965, REPRESENTING AN 18 PERCENT INCREASE. THIS WAS THE ONLY AGE GROUP WHOSE TOTAL DID NOT SHOW A SUBSTANTIAL DECLINE BETWEEN THE TWO COUNTS. OF THE TOTAL REGISTERED, ONE OUT OF FOUR HAD NO FORMAL EDUCATION BEYOND THE EIGHTH GRADE, THREE OUT OF FIVE HAD NO HIGH SCHOOL DIPLOMA, ONE-THIRD HAD FINISHED HIGH SCHOOL BUT DID NOT GO ON TO COLLEGE, AND FEWER THAN ONE OUT OF 12 HAD SOME COLLEGE TRAINING. THE APPENDIX INCLUDES TABLES OF DATA FOR EACH COUNTY IN OHIO WITH THE EDUCATIONAL ATTAINMENT OF REGISTERED JOBSEEKERS BY OCCUPATIONAL AND AGE GROUP IN 1962 AND 1965. (PS)

ED 012 299

VT DDD 037

VOCATIONAL COMPETENCIES NEEDED FOR EMPLOYMENT IN THE FEED INDUSTRY, A REPORT OF RESEARCH SUPPORTED BY THE MICHIGAN STATE ALL-UNIVERSITY RESEARCH FUND, 1963-64.

BY- CLARK, RAYMOND M.

MICHIGAN ST. UNIV., EAST LANSING, BUR. OF EDUC. RES.

REPORT NUMBER ER-22

PUB DATE JAN 65

EDRS PRICE MF-\$0.27 HC-\$5.88 147P.

DESCRIPTORS- *AGRICULTURAL SKILLS, *EMPLOYMENT QUALIFICATIONS, *FEED INDUSTRY, *INSTRUCTIONAL PROGRAMS, *OFF FARM AGRICULTURAL OCCUPATIONS, AGRICULTURAL EDUCATION, EAST LANSING,

A PILOT PROGRAM CONDUCTED AT PIGEON, MICHIGAN, IN 1962-64 INDICATED A SERIOUS LACK OF MATERIALS FOR PROVIDING AN INTEGRATED INSTRUCTIONAL PROGRAM FOR TRAINING PROSPECTIVE WORKERS FOR NONFARM INDUSTRIES AND BUSINESSES. THE FEED INDUSTRY WAS CHOSEN FOR A PROJECT WHICH WOULD--(1) ANALYZE THE FUNCTIONS PERFORMED IN THE INDUSTRY, (2) DETERMINE THE COMPETENCIES NEEDED BY WORKERS AT SOME LEVEL, (3) BREAK THESE DOWN INTO UNDERSTANDINGS, SKILLS, AND ABILITIES WHICH COULD BE USED BY EDUCATORS IN DEVELOPING TRAINING PROGRAMS, AND (4) GROUP THESE INTO INSTRUCTIONAL UNITS. EDUCATORS ISOLATED FUNCTIONS AND COMPETENCIES, AND REPRESENTATIVES OF MORE THAN 75 PERCENT OF THE LIVESTOCK FEED INDUSTRY IN MICHIGAN VALIDATED AND RATED THE IMPORTANCE OF THE COMPETENCIES. IT WAS CONCLUDED THAT THIS APPROACH OF ANALYZING A TOTAL INDUSTRY WAS A PRODUCTIVE ONE, AND THE DATA COULD PROVIDE THE

BASIS FOR TRAINING PROGRAMS FOR STUDENTS OF DIFFERENT LEVELS. TABLES SHOW (1) RATINGS OF COMPETENCIES UNDER EACH FUNCTION BY REPRESENTATIVES OF THE FEED INDUSTRY, (2) TEACHER RESPONSE TO ADEQUACY OF SUGGESTED UNDERSTANDINGS, SKILLS, AND ABILITIES FOR DEVELOPMENT OF THE COMPETENCIES, (3) COMPETENCIES IDENTIFIED AS IMPORTANT FOR EFFECTIVE JOB PERFORMANCE BY WORKERS IN THE FEED INDUSTRY, AND (4) OUTLINES OF INSTRUCTIONAL UNITS WHICH MAY BE USED TO DEVELOP THE COMPETENCIES. (EM)

ED 012 300

VT 000 039

A STUDY OF THE EFFECT OF SELECTED CHARACTERISTICS IN FARM MECHANICS RETRAINING SCHOOLS UNDER THE AREA REDEVELOPMENT ACT IN OKLAHOMA.

BY- EDINGTON, EVERETT D. KUNTZ, ROBERT H.

OKLAHOMA STATE BOARD OF VOCAT. EDUC., STILLWATER

REPORT NUMBER RD-4

PUB DATE JUN 64

OKLAHOMA STATE UNIV., STILLWATER, AGRIC.-APPL.SCI.

EDRS PRICE MF-\$0.09 HC-\$1.16 29P.

DESCRIPTORS- *FARM MECHANICS (OCCUPATION), *JOB PLACEMENT, *VOCATIONAL RETRAINING, APTITUDE, AREA REDEVELOPMENT ACT OF 1961, EVALUATION, GENERAL APTITUDE TEST BATTERY FOR B 1002, STILLWATER, UNEMPLOYED *ADMISSION CRITERIA, VOCATIONAL AGRICULTURE,

DURING 1962-63, 16 FARM MECHANICS RETRAINING SCHOOLS WERE SET UP IN OKLAHOMA UNDER THE AREA REDEVELOPMENT ACT OF 1961 TO TRAIN 225 MEN WHO WERE EITHER UNEMPLOYED OR UNDEREMPLOYED. THIS STUDY WAS DESIGNED TO DETERMINE WHETHER THERE WAS ANY CORRELATION BETWEEN THE TEST SCORES AND SELECTED CHARACTERISTICS USED IN SELECTION OF THE TRAINEES AND THEIR SUCCESS IN GAINING EMPLOYMENT IN RELATED OCCUPATIONS. ALL APPLICANTS WERE REQUIRED TO TAKE THE GENERAL APTITUDE TEST BATTERY, FORM B-1002, WHICH MEASURES NINE APTITUDES, AND BE INTERVIEWED BY A REPRESENTATIVE OF THE LOCAL EMPLOYMENT OFFICE WHO CONSIDERED THREE OF THESE APTITUDES (GENERAL INTELLIGENCE, SPATIAL APTITUDE, AND FINGER DEXTERITY) PLUS ANY INTANGIBLE INFORMATION LEARNED FROM THE INTERVIEW FOR SELECTION PURPOSES. OF THE ENROLLEES CONTACTED, 174 FOUND EMPLOYMENT IN RELATED AND NONRELATED AREAS WHILE NINE DROPOUTS AND 19 WHO COMPLETED THE TRAINING WERE UNEMPLOYED. THE PLACEMENT RECORD INDICATED THAT THE SELECTION AND INSTRUCTION OF TRAINEES WAS SUCCESSFUL. THE ONLY SINGLE APTITUDE SCORE WHICH INDICATED SUCCESS WAS THE SPATIAL APTITUDE SCORE. THE COMBINATION CONSIDERED IN SELECTION WAS ALSO A GOOD INDICATOR. (PA)

ED 012 301

VT 000 041

EDUCATIONAL NEEDS OF BEGINNING DAIRY FARM OPERATORS IN NEW YORK, 1963.

BY- HILL, C. W. AND OTHERS

STATE UNIV. OF N.Y., ITHACA

REPORT NUMBER BULL-10087

PUB DATE JAN 66

EDRS PRICE MF-\$0.09 HC-\$1.52 38P.

DESCRIPTORS- *AGRICULTURAL EDUCATION, *DAIRYMEN, *EDUCATIONAL NEEDS, ADOPTION (IDEAS), COMMUNITY INVOLVEMENT, INDIVIDUAL CHARACTERISTICS, ITHACA, OCCUPATIONAL SURVEYS,

FROM A LIST OF 2,260 BEGINNING DAIRY OPERATORS THE STRATIFIED RANDOM CLUSTER METHOD WAS USED TO SELECT

APPROXIMATELY 10 PERCENT WHICH REPRESENTED 13 AGRICULTURAL REGIONS OF NEW YORK. THIS SAMPLE OF 223 OPERATORS WAS INTERVIEWED TO (1) DETERMINE THEIR PERSONAL CHARACTERISTICS, (2) ASCERTAIN THEIR ACHIEVEMENT LEVEL WITH RESPECT TO SELECTED FARM BUSINESS FACTORS, (3) DETERMINE THEIR LEVEL OF PARTICIPATION IN EDUCATIONAL ACTIVITIES AND FARM ORGANIZATIONS, (4) DETERMINE THE ESTABLISHMENT PATTERN THEY USED TO ATTAIN THEIR PRESENT STATUS, (5) DETERMINE NEEDED MODIFICATIONS IN AGRICULTURAL PROCEDURES, (6) DETERMINE THE EXTENT TO WHICH THEY ADOPTED SELECTED PRACTICES, AND (7) IDENTIFY PROBLEMS THEY NEEDED ASSISTANCE WITH AND DETERMINE THEIR RELATIVE IMPORTANCE. DATA INDICATED (1) THEY HAD AN AVERAGE OF 12.4 YEARS OF EDUCATION, (2) THEY RANKED BETTER THAN THE AVERAGE COMMERCIAL DAIRYMAN IN BUSINESS SIZE, PRODUCTION, AND LABOR EFFICIENCY, BUT THERE WERE GREAT VARIATIONS AMONG RESPONDENTS, (3) MANY READ TRADE LITERATURE, SOUGHT ASSISTANCE FROM MANY SOURCES, AND BELONGED TO FARM ORGANIZATIONS, (4) THEY PREFERRED LEARNING ACTIVITIES IN WHICH THEY COULD PARTICIPATE, (5) THE MOST IMPORTANT AGRICULTURAL OCCUPATION BEFORE OWNERSHIP OR PARTNERSHIP WAS FARM LABORER, (6) THEY NEEDED ASSISTANCE WITH MANY PROBLEMS, (7) THEY HAD NOT ADOPTED A NUMBER OF APPROVED PRACTICES, AND (8) THE MOST IMPORTANT PROBLEMS IDENTIFIED WERE IN FARM MANAGEMENT. (EM)

ED 012 302

VT 000 044

A STUDY OF OFF-FARM AGRICULTURAL OCCUPATIONS IN NEW YORK STATE.

BY- CUSHMAN, HAROLD W. AND OTHERS

STATE UNIV. OF N.Y., ITHACA

PUB DATE JAN 65

EDRS PRICE MF-\$0.18 HC-\$4.16 104P.

DESCRIPTORS- *AGRICULTURAL EDUCATION, *EDUCATIONAL NEEDS, *OCCUPATIONAL CLUSTERS, *OCCUPATIONAL SURVEYS, *OFF FARM AGRICULTURAL OCCUPATIONS, ADIRONDACK AREA, AGRICULTURAL SKILLS, EMPLOYMENT OPPORTUNITIES, EMPLOYMENT QUALIFICATIONS, EMPLOYMENT TRENDS, ITHACA, OCCUPATIONS, PART TIME JOBS, QUESTIONNAIRES,

THE STUDY ATTEMPTED TO DETERMINE (1) WHAT THE OFF-FARM AGRICULTURAL OCCUPATIONS WERE, (2) THE PROPORTION OF TIME DEVOTED TO USE OF AGRICULTURAL COMPETENCIES IN THESE OCCUPATIONS, (3) THE NUMBER OF PERSONS EMPLOYED IN SUCH OCCUPATIONS, (4) THE LEVELS OF EMPLOYMENT IN WHICH OCCUPATIONS ARE FOUND, (5) THE OUTLOOK FOR EMPLOYMENT OPPORTUNITIES IN THESE JOBS, (6) THE AGRICULTURAL COMPETENCIES NEEDED BY THE WORKERS, AND (7) THE EDUCATIONAL REQUIREMENTS FOR SUCH OCCUPATIONS. A STRATIFIED-RANDOM SAMPLE OF THE POPULATION INCLUDED 16 OF THE 260 SCHOOL DISTRICTS IN NEW YORK STATE OFFERING INSTRUCTION IN AGRICULTURE DURING THE SCHOOL YEAR 1963-64 AND TWO SELECTED SCHOOL DISTRICTS OUT OF SEVERAL LOCATED IN THE ADIRONDACK AREA. A TOTAL OF 541 BUSINESSES OR SERVICES IN THE 16 SCHOOL DISTRICTS AND 93 BUSINESSES IN THE ADIRONDACK AREA WERE INTERVIEWED. SOME CONCLUSIONS WERE-- (1) OFF-FARM AGRICULTURAL OCCUPATIONS WERE CONCENTRATED MOST HEAVILY IN SERVICE AND RETAIL SALES, (2) AN ESTIMATED 28,685 FULL-TIME AND 16,841 PART-TIME WORKERS WERE EMPLOYED IN OFF-FARM AGRICULTURAL OCCUPATIONS IN THE 260 SCHOOL DISTRICTS, (3) EMPLOYERS' ESTIMATES INDICATED A GROWTH RATE OF 19 PERCENT FOR FULL-TIME WORKERS AND 13 PERCENT FOR PART-TIME WORKERS BETWEEN 1964 AND 1969, AND (4) A HIGH

SCHOOL EDUCATION WAS SUFFICIENT FOR FULL-TIME WORKERS IN THE VAST MAJORITY OF OCCUPATIONS. RECOMMENDATIONS FOR FURTHER RESEARCH ARE INCLUDED. (PS)

ED 012 303

A SURVEY OF DEPARTMENTS OF VOCATIONAL AGRICULTURE IN DELAWARE TO ASCERTAIN THE EMPHASIS BEING GIVEN TO THE AREAS OF ORNAMENTAL HORTICULTURE, FLORICULTURE, AND TURF IN THE COURSE OF STUDY AND THE PHYSICAL FACILITIES AVAILABLE.

BY- BARNICK, RALPH P.

DELAWARE UNIV., NEWARK, SCH. OF AGRICULTURE

REPORT NUMBER DU-AG-ED-PUB-2

PUB DATE 1964

EDRS PRICE MF-\$0.09 HC-\$0.92 13P.

DESCRIPTORS- *CURRICULUM, *FLORICULTURE, *ORNAMENTAL HORTICULTURE, *TURF MANAGEMENT, *VOCATIONAL AGRICULTURE, AGRICULTURAL EDUCATION, EDUCATIONAL FACILITIES, NEWARK, SCHOOL SURVEYS,

IN ORDER TO DETERMINE WHAT TEACHING UNITS WERE INCLUDED IN THE STATE'S VOCATIONAL AGRICULTURE PROGRAMS AND THE FACILITIES AVAILABLE TO AID INSTRUCTION IN THESE AREAS, 10 HIGH SCHOOLS IN DELAWARE WERE SURVEYED. IN 11 SCHOOLS THE VOCATIONAL AGRICULTURE DEPARTMENTS WERE INCLUDING ORNAMENTAL HORTICULTURE, SEVEN WERE INCLUDING FLORICULTURE, AND 10 WERE INCLUDING TURF UNITS. GREENHOUSE FACILITIES WERE AVAILABLE IN THREE SCHOOLS, THREE HAD PROPAGATION AREAS, ONE HAD COLD FRAMES, AND NONE HAD NURSERIES. INCLUSION OF THESE THREE SUBJECT AREAS AND USE OF ADDITIONAL FACILITIES WAS RECOMMENDED TO VOCATIONAL AGRICULTURE TEACHERS. (JN)

ED 012 304

EMPLOYMENT OPPORTUNITIES FOR WOMEN IN ALASKA, A COLLECTION OF DATA PERTAINING TO KNOWLEDGE AND SKILLS OF HOME ECONOMICS AND HOW THESE CONTRIBUTE TO WAGE-EARNING OCCUPATIONS.

BY- BITTNER, ELLADEAN HAYS

ALASKA STATE DEPT. OF EDUCATION, JUNEAU

PUB DATE 1965

EDRS PRICE MF-\$0.27 HC-\$7.04 176P.

DESCRIPTORS- *EDUCATIONAL BACKGROUND, *EMPLOYMENT OPPORTUNITIES, *ESKIMOS, *FEMALES, *OCCUPATIONAL HOME ECONOMICS, ECONOMIC FACTORS, EMPLOYMENT STATISTICS, FAMILY INCOME, GEOGRAPHY, HEALTH SERVICES, JOB TRAINING, JUNEAU, OCCUPATIONS, POPULATION DISTRIBUTION, RURAL AREAS,

INDIVIDUALS AND EMPLOYERS WERE INTERVIEWED IN 25 TOWNS AND VILLAGES DURING 1964-65 TO DETERMINE (1) EMPLOYMENT OPPORTUNITIES FOR WOMEN IN ALASKA, (2) PREVIOUS JOB TRAINING FOR WOMEN, (3) THE BEST METHODS OF TRAINING WOMEN FOR AVAILABLE EMPLOYMENT, (4) THE NEED FOR NEW EMPLOYMENT OPPORTUNITIES, AND (5) POSSIBLE NEW TRAINING PROGRAMS. INFORMATION ON THE ECONOMY, GEOGRAPHY, EDUCATIONAL FACILITIES, HEALTH SERVICES, AND WOMEN'S EMPLOYMENT IS ORGANIZED BY GEOGRAPHIC REGIONS. BACKGROUND INFORMATION IS GIVEN ON THE EDUCATION AND WORKING CONDITIONS OF WOMEN, AND THE HEALTH PROBLEMS OF THE REGION. MANY WOMEN SEEKING WORK IN ALASKA WERE UNSKILLED. MANY ALASKAN FAMILIES LIVED IN SUBSTANDARD HOUSING BECAUSE OF LOW INCOME. JOB OPPORTUNITIES IN THE LARGER TOWNS WERE MORE PLENTIFUL FOR THE TRAINED WOMEN BUT WERE SCARCE FOR THE UNTRAINED. EIGHT RECOMMENDATIONS WERE INCLUDED--(1) THE EFFORT TO PREVENT HIGH SCHOOL DROPOUTS

SHOULD BE INCREASED, (2) HIGH SCHOOLS SHOULD OFFER INTENSIVE COURSES IN HOME ECONOMICS FOR EMPLOYMENT PREPARATION IN SCHOOLS WHERE THE DROPOUT RATE IS HIGH, AND (3) VOCATIONAL EDUCATION FOR WOMEN SHOULD INCLUDE A COURSE IN MONEY MANAGEMENT. SEPARATE RECOMMENDATIONS WERE MADE FOR ESKIMO VILLAGES. (NS)

ED 012 305

VOCATIONAL EDUCATION AND CHANGING NEEDS, A PROPOSED COMPREHENSIVE AREA VOCATIONAL SCHOOL TO MEET CHANGING NEEDS IN KENTUCKY.

BY- MCDOWELL, L.C.

KENTUCKY UNIV., LEXINGTON, BUR. OF SCHOOL SERVICE

PUB DATE SEP 65

EDRS PRICE MF-\$0.18 HC-\$3.44 86P.

DESCRIPTORS- *ADMINISTRATOR ATTITUDES, *AREA VOCATIONAL SCHOOLS, *EMPLOYER ATTITUDES, *TEACHER ATTITUDES, *VOCATIONAL EDUCATION, ADULT VOCATIONAL EDUCATION, ADVISORY COMMITTEES, AGRICULTURAL EDUCATION, CURRICULUM, EDUCATIONAL NEEDS, EVENING PROGRAMS, GUIDELINES, INDUSTRIAL EDUCATION, LEXINGTON, OCCUPATIONAL GUIDANCE, OUT OF SCHOOL YOUTH, PUBLIC RELATIONS, SCHOOL ADMINISTRATION, STATE SUPERVISORS, TEACHER EDUCATORS, TEACHER SUPERVISION, TRADE AND INDUSTRIAL EDUCATION,

SURVEY FORMS WERE SENT TO 126 VOCATIONAL SCHOOL ADMINISTRATORS, 10 STATE SUPERVISORS OF TRADE AND INDUSTRIAL EDUCATION, 54 VOCATIONAL AGRICULTURE TEACHER EDUCATORS, 25 TRADE AND INDUSTRIAL TEACHER EDUCATORS FROM KENTUCKY AND 11 SOUTHEASTERN STATES, AND 64 KENTUCKY EMPLOYERS OF GRADUATES OF KENTUCKY AREA VOCATIONAL SCHOOLS. THE DEGREE TO WHICH THEY ACCEPTED OR REJECTED 60 STATEMENTS ON VOCATIONAL EDUCATION WAS STUDIED TO DETERMINE THE BASIC PRINCIPLES OF VOCATIONAL EDUCATION FOR MEETING OCCUPATIONAL NEEDS. STATEMENTS COVERED ADMINISTRATION, SUPERVISION, ADVISORY SERVICES, VOCATIONAL GUIDANCE AND COUNSELING, COURSE OFFERINGS, IN-SCHOOL YOUTH, OUT-OF-SCHOOL YOUTH, PART-TIME AND EVENING TRAINING, PUBLIC RELATIONS, AWAY-FROM-SCHOOL ACTIVITIES, AND COOPERATING AGENCIES. BASED ON THE ANSWERS FROM THE SURVEY, 60 GUIDELINES WERE PROJECTED FOR A COMPREHENSIVE AREA VOCATIONAL SCHOOL. THESE INCLUDED--(1) ONLY A PERSON WHO HAS HAD CONSIDERABLE EXPERIENCE IN AT LEAST ONE OF THE VOCATIONAL FIELDS SHOULD BE APPOINTED HEAD OF A COMPREHENSIVE AREA VOCATIONAL SCHOOL, (2) CONTINUED TEACHER DEVELOPMENT IS A NECESSARY PART OF PROGRAM DEVELOPMENT, (3) ADVISORY COMMITTEES SHOULD BE USED FOR EACH OF THE VOCATIONAL COURSE OFFERINGS, AND (4) IN EVERY COMMUNITY THERE ARE YOUTHS AND ADULTS OUT OF SCHOOL WHO NEED VOCATIONAL GUIDANCE AS MUCH OR PERHAPS MORE THAN THOSE STILL IN SCHOOL. THIS DOCUMENT IS AN ISSUE OF "VOCATIONAL EDUCATION AND CHANGING NEEDS, 7 VOLUME 38, NUMBER 1, SEPTEMBER 1965. (PS)

ED 012 306

AUDIO-VISUAL AIDS FOR AUTOMATION.

BY- GIBSON, E. DANA AND OTHERS

SAN DIEGO STATE COLL., CALIF.

REPORT NUMBER BOOK-7-1

PUB DATE 1965

EDRS PRICE MF-\$0.18 HC-\$3.64 82P.

DESCRIPTORS- *AUDIOVISUAL AIDS, *AUTOMATION, *BIBLIOGRAPHIES, DATA PROCESSING, FILMSTRIPS, INSTRUCTIONAL FILMS, SAN DIEGO,

TRANSPARENCIES,

AUDIOVISUAL MATERIALS ON DATA PROCESSING, COMPUTER SYSTEMS, NUMERICAL CONTROL, AND OTHER AREAS RELATED TO AUTOMATION AND COMPUTERIZATION ARE LISTED IN ALPHABETICAL ORDER AND ANNOTATED IN MOST CASES. THE LISTING FROM 72 SOURCES IN THE UNITED STATES INCLUDES 100 FILMS, 84 FILMSTRIPS, AND 31 SLIDE SETS. A SEPARATE LIST OF 12 ASSORTED AIDS FROM FOREIGN SOURCES IS GIVEN. COMPLETE ACCESS TO THE TITLES IS POSSIBLE BY USE OF AN ALPHABETICAL LIST OF DISTRIBUTORS AND A TOPICAL INDEX. MOST ITEMS ARE LESS THAN 5 YEARS OLD AND ALL ARE UNDER 10 YEARS OLD. (EN)

ED 012 307

VT DDD 093

A PREFERRED ORDER FOR STUDYING CURRENT PROBLEMS IN MINNESOTA'S TRADE AND TECHNICAL PROGRAM.

BY- MOSS, JEROME, JR.

MINNESOTA STATE DEPT. OF EDUCATION, ST. PAUL

EDRS PRICE MF-\$0.09 HC-\$0.64 16P. PUB DATE 64

DESCRIPTORS- *ADMINISTRATIVE PERSONNEL, *EDUCATIONAL PROBLEMS, *QUESTIONNAIRES, *RESEARCH PROBLEMS, *TRADE AND INDUSTRIAL EDUCATION, MICHIGAN, MINNESOTA, OPINIONS, PENNSYLVANIA, ST. PAUL, TECHNICAL EDUCATION,

THE STUDY WAS CONDUCTED TO OBTAIN A CURRENT PRIORITY OF PROBLEMS IN TRADE AND TECHNICAL EDUCATION IN MINNESOTA SUITABLE FOR GUIDING POTENTIAL INVESTIGATORS IN PROBLEM SELECTION AND FOR ASSISTING THE STATE IN DETERMINING ITS ALLOCATION OF RESOURCES FOR RESEARCH. A CONFERENCE OF DIRECTORS AND ASSISTANT DIRECTORS FROM 15 AREA VOCATIONAL SCHOOLS, THE TOTAL TRADE AND TECHNICAL TEACHER TRAINING STAFF, THE DIRECTOR AND ASSISTANT DIRECTOR OF VOCATIONAL EDUCATION, AND THE STATE SUPERVISORS IN THIS AND RELATED AREAS DEVELOPED A LIST OF PROBLEMS WHICH APPEARED TO BE LIMITING THE EFFECTIVENESS OF THE STATE'S PROGRAM. THESE PROBLEMS WERE REPHRASED AND INCORPORATED IN AN OPINIONNAIRE CONTAINING 18 PROBLEM AREAS. THE OPINIONNAIRES WERE SENT TO THE ABOVE GROUPS WITH THE REQUEST TO RANK EACH PROBLEM IN THE ORDER IN WHICH IT SHOULD BE STUDIED. THE PROBLEMS WERE GROUPED IN EIGHT AREAS. IT WAS CONCLUDED THAT--(1) THE QUESTIONS REFLECT MOST OF THE CURRENT PROBLEMS, (2) THERE IS LITTLE AGREEMENT ON PREFERRED ORDER, (3) THE PROBLEM AREAS IDENTIFIED FOR TRADE AND TECHNICAL EDUCATION ARE RELEVANT TO THE FIELDS OF AGRICULTURE, BUSINESS, AND DISTRIBUTIVE EDUCATION, BUT NOT TO HOME ECONOMICS EDUCATION, AND (4) IN SIMILAR STUDIES MICHIGAN AND PENNSYLVANIA IDENTIFIED MOST OF THE COMMON PROBLEM AREAS AND ALSO RECOGNIZED PROBLEMS FOR WHICH MINNESOTA HAD NO COUNTERPARTS. (PA)

ED 012 308

VT DDD 097

CONCEPTS AND GENERALIZATIONS AS A NEW APPROACH TO TEACHING HOME ECONOMICS EDUCATION.

BY- PIERETTI, GENEVIEVE

NEVADA STATE DEPT. OF EDUCATION, CARSON CITY

EDRS PRICE MF-\$0.18 HC-\$2.48 62p. PUB DATE AUG 65

DESCRIPTORS- *CONCEPT TEACHING, *CURRICULUM PLANNING, *HIGH SCHOOLS, *HOME ECONOMICS EDUCATION, *HOMEMAKING EDUCATION, CARSON CITY, CLOTHING INSTRUCTION, CONSUMER ECONOMICS, FOODS

INSTRUCTION, HOME MANAGEMENT, HOUSING, HUMAN DEVELOPMENT, NUTRITION INSTRUCTION, TEXTILES INSTRUCTION,

AS THE MODEL FOR THE GRADUATE IN HOME ECONOMICS HAS CHANGED TO ONE OF A DECISION-MAKER WHO HAS THE NECESSARY KNOWLEDGE AND ABILITIES TO SOLVE PROBLEMS AND MAKE JUDGMENTS FOR HIMSELF RATHER THAN APPLY PRESCRIPTIONS LEARNED IN SCHOOL, THE CONCEPT METHOD OF TEACHING HAS BECOME MORE IMPORTANT. A CONFERENCE IN FEBRUARY 1961, CALLED TO CONSIDER HOW A NATIONAL GROUP COULD GIVE LEADERSHIP TO THE REEXAMINATION OF HOME ECONOMICS IN THE SECONDARY SCHOOL, BEGAN TO IDENTIFY CONCEPTS FOR HOME ECONOMICS. SUBSEQUENTLY, SIX WORKSHOPS WERE HELD, WITH APPROXIMATELY 175 HOME ECONOMICS TEACHERS, TEACHER EDUCATORS, AND SUPERVISORS REPRESENTING ALL STATES PARTICIPATING. CONCEPTS RESULTING FROM THESE MEETINGS ARE GROUPED UNDER THE FOLLOWING HEADINGS--(1) HUMAN DEVELOPMENT AND THE FAMILY (WITH A GLOSSARY OF TERMS), (2) HOME MANAGEMENT AND FAMILY ECONOMICS, (3) FOOD AND NUTRITION, (4) TEXTILES AND CLOTHING, AND (5) HOUSING. SAMPLE CONCEPTS ARE--(1) IN ALL SOCIETIES THE INDIVIDUAL'S PLACE WITHIN THE SOCIETY DEPENDS PRIMARILY UPON AGE AND SEX, (2) THE WAYS IN WHICH PLANS ARE COMMUNICATED MAY AFFECT THEIR IMPLEMENTATION, AND (3) NON-NUTRITIONAL AS WELL AS NUTRITIONAL FACTORS PLAY IMPORTANT ROLES IN FOOD SELECTION. THE APPENDIX CONTAINS A SPEECH BY GEORGE W. DENEMARK, "THE CURRICULUM CHALLENGE OF OUR TIMES," AND AN ARTICLE BY ASAHEL D. WOODRUFF, "PUTTING SUBJECT MATTER INTO CONCEPTUAL FORM." THIS DOCUMENT WAS PUBLISHED BY THE NEVADA STATE DEPARTMENT OF EDUCATION, CARSON CITY, NEVADA, 55 PAGES. (MS)

ED 012 309

VT DDD 189

SUPERVISING OCCUPATIONAL EXPERIENCE PROGRAMS, A SPECIAL CONFERENCE REPORT.

BY- DAVIS, LOWERY H.

NEW MEXICO STATE UNIV., UNIVERSITY PARK

REPORT NUMBER RIS-7

PUB DATE FEB 66

EDRS PRICE MF-\$0.18 HC-\$2.68 67P.

DESCRIPTORS- *COOPERATIVE EDUCATION, *PROGRAM GUIDES, *PROGRAM PLANNING, *VOCATIONAL EDUCATION, *WORK EXPERIENCE PROGRAMS, ADMISSION CRITERIA, ADVISORY COMMITTEES, COMMUNITY RELATIONS, COMMUNITY SURVEYS, CONFERENCES, EMPLOYERS, PROGRAM EVALUATION, PUBLIC RELATIONS, QUESTIONNAIRES, STUDENT PLACEMENT, UNIVERSITY PARK, VOCATIONAL FOLLOWUP, WORKSHOPS,

NINE PARTICIPANTS IN A WORKSHOP AT NEW MEXICO STATE UNIVERSITY DEVELOPED THIS FOUR-PART HANDBOOK FOR OPERATING SUPERVISED OCCUPATIONAL EXPERIENCE PROGRAMS. RESOURCE PERSONS FROM ADULT EDUCATION, AGRICULTURAL EDUCATION, VOCATIONAL AND TECHNICAL EDUCATION, AND HORTICULTURE WORKED CLOSELY WITH THE GROUP. PART 1 COVERS STEPS FOR ORGANIZING AND ADMINISTERING THE OCCUPATIONAL EXPERIENCE PROGRAM, AND ELABORATES ON THE ROLE OF COMMUNITY SURVEYS AND ADVISORY COUNCILS. PART 2 GIVES DETAILS OF SELECTING AND PLACING STUDENTS IN THE OCCUPATIONAL WORK EXPERIENCE PROGRAM. PART 3 EXPLAINS THE TEACHING, SUPERVISING, AND COORDINATING OF OCCUPATIONAL EXPERIENCE PROGRAMS. PART 4 PRESENTS GUIDELINES FOR EVALUATING THE PROGRAM. THE APPENDIX CONTAINS AN EMPLOYMENT OPPORTUNITIES SURVEY FORM, STUDENT INFORMATION SHEET, AND A PLACEMENT AGREEMENT. (EN)

ED 012 310

VT 000 402

OFF-FARM AGRICULTURAL OCCUPATIONS IN PENNSYLVANIA, EMPLOYMENT OPPORTUNITIES AND TECHNICAL EDUCATION NEEDS.

BY- HOOVER, NORMAN K. AND OTHERS
PENNSYLVANIA STATE UNIV., UNIVERSITY PARK

REPORT NUMBER TERS-VOL-7-NO-1

PUB DATE

66

PENNSYLVANIA STATE DEP OF PUBLIC INSTR, DIV OF AGR EDUC.

EDRS PRICE MF-\$0.09 HC-\$1.64 41P.

DESCRIPTORS- *AGRICULTURAL SKILLS, *EDUCATIONAL NEEDS, *EMPLOYMENT OPPORTUNITIES, *OCCUPATIONAL CLUSTERS, *OFF FARM AGRICULTURAL OCCUPATIONS, EMPLOYMENT TRENDS, OCCUPATIONAL SURVEYS, RESIDENCE REQUIREMENTS, SALARIES, TEACHER EDUCATION RESEARCH SERIES, UNIVERSITY PARK, VOCATIONAL AGRICULTURE,

OBJECTIVES WERE--(1) TO IDENTIFY AGRICULTURAL OCCUPATIONS AND JOB TITLES IN PENNSYLVANIA AND TO ESTIMATE THE CURRENT NUMBER OF EMPLOYEES AND ANNUAL ENTRY OPPORTUNITIES, (2) TO LIST COMPETENCIES NEEDED FOR ENTRY AND ADVANCEMENT AND TO DETERMINE JOB CHARACTERISTICS SUCH AS SALARY, REQUIRED EDUCATION AND EXPERIENCE, AND DESIRED RESIDENTIAL BACKGROUND, AND (3) TO GROUP JOB TITLES BY COMPETENCIES. DATA WERE OBTAINED BY INTERVIEWING MANAGEMENT PERSONNEL OF 1,440 BUSINESSES AND SERVICES IN 29 PENNSYLVANIA COUNTIES. SOME FINDINGS WERE--(1) EMPLOYERS EXPECT A 14 PERCENT INCREASE IN THE NUMBER OF EMPLOYEES NEEDING AGRICULTURAL COMPETENCIES IN THE NEXT 5 YEARS, (2) THREE OCCUPATIONAL AREAS, AGRICULTURAL SUPPLIES AND EQUIPMENT, LIVESTOCK, DAIRY, AND POULTRY PRODUCTS, AND ORNAMENTAL HORTICULTURE, ACCOUNT FOR 74 PERCENT OF THE BUSINESSES, AND (3) TO PROVIDE TRAINED PERSONS, EACH SCHOOL TEACHING AGRICULTURE WILL HAVE TO PROVIDE 12 GRADUATES FOR FULL-TIME EMPLOYMENT AND SIX GRADUATES FOR PART-TIME EMPLOYMENT PER YEAR. TABULAR DATA INCLUDE JOB TITLES BY OCCUPATIONAL FAMILIES, LEVELS OF TRAINING BY COMPETENCY FACTORS NEEDED TO ADVANCE IN THE OCCUPATIONS, PREFERRED RESIDENTIAL BACKGROUND AND EDUCATIONAL LEVEL DESIRED OF NEW EMPLOYEES, AND ANNUAL SALARY BY OCCUPATIONAL LEVEL OF EMPLOYMENT. (P8)

ED 012 311

VT 000 418

OCCUPATIONAL NEEDS FOR VOCATIONAL AND TECHNICAL EDUCATION FOR NEW MEXICO. SUMMARY.

BY- MCCOMAS, JAMES D. WILLEY, DARRELL S.
NEW MEXICO STATE UNIV., UNIVERSITY PARK

REPORT NUMBER NMSU-PUB-8

PUB DATE

MAR 66

NEW MEXICO STATE DEPT OF EDUC., SANTA FE.

EDRS PRICE MF-\$0.16 HC-\$5.92 90P.

DESCRIPTORS- *EMPLOYMENT TRENDS, *OCCUPATIONAL SURVEYS, *VOCATIONAL EDUCATION, AGRICULTURAL EDUCATION, DISTRIBUTIVE EDUCATION, EMPLOYMENT OPPORTUNITIES, HOME ECONOMICS EDUCATION, OFFICE OCCUPATIONS EDUCATION, SANTA FE, TRADE AND INDUSTRIAL EDUCATION, UNIVERSITY PARK,

THIS STATEWIDE OCCUPATIONAL STUDY WAS ACCOMPLISHED THROUGH PERSONAL INTERVIEWS OF 10,096 BUSINESSES AND INDUSTRIES IN 32 TOWNS AND CITIES IN NEW MEXICO. TABULAR DATA ARE PRESENTED FOR EACH OF THESE NEW MEXICO POPULATION CENTERS WITH A SUMMARY OF PRESENT AND PROJECTED OCCUPATIONAL NEEDS IN DISTRIBUTIVE EDUCATION, OFFICE EDUCATION, TRADE AND INDUSTRY, AGRICULTURAL EDUCATION, AND HOME ECONOMICS. PRESENT AND PROJECTED OCCUPATIONAL NEEDS BY JOB TITLE ARE GIVEN FOR EACH

VOCATIONAL AREA. ESTIMATED OCCUPATIONAL NEEDS IN THE FIVE AREAS ARE--(1) PRESENT, 2,477, (2) IN THE NEXT 5 YEARS, 33,951, (3) TURNOVER, 32,301, AND (4) TOTAL, 68,729. DETAILED INFORMATION CONCERNING SPECIFIC POPULATION CENTERS IS AVAILABLE IN REPORTS FOR EACH CENTER. (P8)

ED 012 312

VT 000 421

POST HIGH SCHOOL DISTRIBUTIVE EDUCATION IN BUCKS COUNTY, PENNSYLVANIA, A FEASIBILITY STUDY.

BY- SALISBURY, C. JACKSON AND OTHERS

TEMPLE UNIV., PHILADELPHIA, PA., EDUC. SERVICE BUR

PUB DATE

JAN 66

EDRS PRICE MF-\$0.27 HC-\$5.56

139P.

DESCRIPTORS- *DISTRIBUTIVE EDUCATION, *EMPLOYMENT TRENDS, *POPULATION TRENDS, *POSTSECONDARY EDUCATION, *SCHOOL SURVEYS, BUCKS COUNTY, CURRICULUM, EDUCATIONAL PROGRAMS, EMPLOYERS, EMPLOYMENT OPPORTUNITIES, HIGH SCHOOL GRADUATES, HIGH SCHOOL STUDENTS, OCCUPATIONAL INFORMATION, OPINIONS, PHILADELPHIA, QUESTIONNAIRES, VOCATIONAL FOLLOWUP, VOCATIONAL INTERESTS,

THE OBJECTIVE OF THE STUDY WAS TO PROVIDE A DESCRIPTIVE BASE FOR THE DEVELOPMENT OF POST-HIGH SCHOOL PROGRAMS IN DISTRIBUTIVE EDUCATION. BASIC DATA WERE PROCURED FROM INTERVIEWS WITH SELECTED GOVERNMENT OFFICIALS, EDUCATORS, AND OWNERS AND MANAGERS OF BUSINESSES DEEMED BEST QUALIFIED TO PROVIDE THE DESIRED INFORMATION. THE REPORT INCLUDES--(1) BACKGROUND INFORMATION, OBJECTIVES AND PROCEDURES USED IN THE STUDY, (2) THE PRESENT STATUS OF DISTRIBUTIVE EDUCATION IN BUCKS COUNTY, (3) A SUMMARY OF TYPICAL POST-HIGH SCHOOL DISTRIBUTIVE EDUCATION PROGRAMS IN THE UNITED STATES, (4) A PROJECTION OF EMPLOYMENT IN SELECTED DISTRIBUTIVE TRADES IN SELECTED AREAS, (5) RESULTS OF SURVEYS OF VOCATIONAL INTEREST, OPPORTUNITIES, AND JOB REQUIREMENTS IN BUCKS COUNTY, AND (6) CONCLUSIONS AND PROPOSED PROGRAMS IN POST-HIGH SCHOOL DISTRIBUTIVE EDUCATION FOR BUCKS COUNTY TECHNICAL SCHOOL. THE CONTENT OF THE 42 TABLES RANGES FROM "DISTRIBUTIVE EDUCATION CURRICULA IN SELECTED INSTITUTIONS" TO "INTEREST IN LOCAL PROGRAM TO TRAIN PRESENT EMPLOYEES." PROJECTION 1 DEPICTS CHANGES IN RESIDENT POPULATION, LABOR FORCE, AND EMPLOYMENT IN DISTRIBUTIVE TRADES FOR BUCKS COUNTY, 1960-70. A SECOND PROJECTION IS GIVEN FOR 1970 EMPLOYMENT FOR DISTRIBUTIVE EDUCATION IN A FIVE-COUNTY AREA BY LOCATION OF ESTABLISHMENT. APPENDICES INCLUDE QUESTIONNAIRE FORMS, INTRODUCTORY LETTERS, AND A STORE ORGANIZATION CHART. (SL)

ED 012 313

VT 000 453

THE PARTNERSHIP VOCATIONAL EDUCATION PROJECT, A NEW PROGRAM IN INDUSTRIAL-TECHNICAL EDUCATION.

BY- NINELLI, ERNEST L.

CENTRAL MICHIGAN UNIV., MOUNT PLEASANT

PUB DATE

65

EDRS PRICE MF-\$0.09 HC-\$0.68

17P.

DESCRIPTORS- *INDUSTRIAL EDUCATION, *INSERVICE TEACHER EDUCATION, *TEACHER EDUCATION, *TECHNICAL EDUCATION, *VOCATIONAL EDUCATION, COOPERATIVE EDUCATION, CURRICULUM PLANNING, MOUNT PLEASANT, PARTNERSHIP VOCATIONAL EDUCATION PROJECT,

THE PROPOSED PROGRAM TO IMPROVE INDUSTRIAL-TECHNICAL EDUCATION WILL FUNCTION ON THREE LEVELS--UNIVERSITY, COMMUNITY COLLEGE, AND HIGH SCHOOL. IN GRADES 9 AND 10, THE PROGRAM WILL CONSIST OF A STUDY OF AMERICAN INDUSTRY. IN GRADES 11 AND 12, THERE WILL BE A 2-YEAR SEQUENCE OF FOUR MAJOR COURSES IN ENGLISH, SCIENCE, MATHEMATICS, AND INDUSTRIAL-TECHNICAL EDUCATION. THE NATURAL RELATIONSHIPS OF EACH MAJOR SUBJECT TO THE OTHERS WILL BE DRAWN OUT AND USED AS CONSTANT REINFORCEMENT. THE COMMUNITY COLLEGE PROGRAM IS DESIGNED TO GIVE THE STUDENT PROFICIENCY IN HIS SELECTED FIELD OF TECHNOLOGY, AUGMENTED BY MATHEMATICS, BASIC SCIENCES, ENGLISH, AND TECHNOLOGICAL PRINCIPLES OF THE SELECTED FIELD. UNDER THE UNIVERSITY 5-YEAR PLAN, STUDENTS WILL HAVE MUCH MORE INTERNSHIP TEACHING EXPERIENCE THAN STUDENTS IN A TYPICAL INDUSTRIAL-TECHNICAL TEACHER EDUCATION PROGRAM. IN ADDITION, ON-THE-JOB INDUSTRIAL INTERNSHIP EXPERIENCES WILL BE PROVIDED. A CRASH PROGRAM FOR INSERVICE TRAINING OF PRESENT TEACHERS WILL CONSIST OF SEMINARS, COURSES, AND INDUSTRIAL INTERNSHIP WHICH COULD LEAD TO A MASTER'S DEGREE. INCREASED ARTICULATION WITHIN THE SCHOOL HIERARCHY, IMPROVED TEACHING METHODS, COOPERATION WITH INDUSTRY, REDESIGN OF CURRICULUMS, AND THE INCLUSION OF MORE FLEXIBILITY FROM THE STUDENT'S VIEWPOINT ARE FACETS OF THIS NEW APPROACH. (EH)

ED 012 314

VT 000 744

OCCUPATIONS IN COLORADO. PART I, OUTLOOK BY INDUSTRIES. COLORADO STATE UNIV., FOR COLLINS, VOC. ED. RES. COORD.

PUB DATE JUN 66

EDRS PRICE MF-\$0.09 HC-\$1.00 27P.

DESCRIPTORS- *EMPLOYMENT STATISTICS, *EMPLOYMENT TRENDS, *LABOR FORCE, *OCCUPATIONS, FORT COLLINS,

CURRENT AND PROJECTED EMPLOYMENT STATISTICS ARE GIVEN FOR THE STATE AND FOR THE DENVER STANDARD METROPOLITAN STATISTICAL AREA WHICH INCLUDES ADAMS, ARAPAHOE, BOULDER, DENVER, AND JEFFERSON COUNTIES. DATA WERE OBTAINED FROM THE COLORADO DEPARTMENT OF EMPLOYMENT, DENVER RESEARCH INSTITUTE, U.S. CENSUS, UNIVERSITY OF COLORADO, MOUNTAIN STATES TELEPHONE COMPANY, AND PUBLIC SERVICE COMPANY PUBLICATIONS. EMPLOYMENT FIGURES FOR 1950, 1960, 1963, AND 1970 ARE SHOWN FOR AGRICULTURE, MINING, CONSTRUCTION, TOTAL MANUFACTURING, FOOD PRODUCTS, TEXTILES AND APPARELS, RUBBER AND PLASTIC PRODUCTS, CHEMICALS, PRINTING AND PUBLISHING, OTHER NONDURABLE GOODS, FURNITURE, LUMBER AND WOOD PRODUCTS, PRIMARY METALS, FABRICATED METALS AND ORDNANCE, MACHINERY EXCEPT ELECTRICAL, ELECTRICAL MACHINERY, ELECTRICAL EQUIPMENT AND SUPPLIES, TRANSPORTATION EQUIPMENT, OTHER DURABLE GOODS, RAILROADS, TRUCKING AND WAREHOUSING, OTHER TRANSPORTATION, COMMUNICATIONS, UTILITIES AND SANITARY SERVICES, BUSINESS AND REPAIR SERVICES, ENTERTAINMENT AND RECREATION SERVICES, MEDICAL AND HEALTH, WHOLESALE, TOTAL RETAIL, FOOD STORES, EATING AND DRINKING, GENERAL MERCHANDISE AND VARIETY STORES, AUTO DEALERS AND GAS STATIONS, FINANCE, INSURANCE AND REAL ESTATE, FEDERAL GOVERNMENT, AND STATE AND LOCAL GOVERNMENT. TRENDS IN EACH CLASSIFICATION ARE COMMENTED ON. (PS)

ED 012 315

VT 001 107

THE PROCESS AND PRODUCT OF T AND I HIGH SCHOOL LEVEL VOCATIONAL EDUCATION IN THE UNITED STATES, THE PRODUCT. BY- ENINGER, MAX U.

AMERICAN INST. FOR RESEARCH IN BEHAVIORAL SCIENCES

PUB DATE SEP 65

EDRS PRICE MF-\$0.63 HC-\$17.00 445P.

DESCRIPTORS- *COMPARATIVE ANALYSIS, *GRADUATE SURVEYS, *HIGH SCHOOL GRADUATES, *STUDENT ENROLLMENT, *TRADE AND INDUSTRIAL EDUCATION, CITIZEN PARTICIPATION, COMPREHENSIVE HIGH SCHOOLS, COUNSELORS, EDUCATIONAL EQUIPMENT, EMPLOYMENT, ENROLLMENT INFLUENCES, GEOGRAPHIC REGIONS, JOB PLACEMENT, JOB SKILLS, MALES, NATIONAL SURVEYS, OCCUPATIONAL INFORMATION, OCCUPATIONAL MOBILITY, OPINIONS, PILOT PROJECTS, PITTSBURGH, POSTSECONDARY EDUCATION, QUESTIONNAIRES, RACIAL CHARACTERISTICS, VOCATIONAL HIGH SCHOOLS, WAGES,

THE OBJECTIVES WERE--(1) TO DESCRIBE THE OCCUPATIONAL, EDUCATIONAL, AND RELATED EXPERIENCES OF TRADE AND INDUSTRIAL GRADUATES OF 1953, 1958, AND 1962, AND (2) TO COMPARE THE EXPERIENCES FOR VOCATIONAL AND ACADEMIC GRADUATES OF THE SAME CLASSES AND SCHOOLS. DATA WERE COLLECTED BY QUESTIONNAIRES FROM 5,327 VOCATIONAL GRADUATES AND 1,780 ACADEMIC GRADUATES WHO ATTENDED 100 HIGH SCHOOL IN EIGHT GEOGRAPHIC REGIONS OF THE UNITED STATES. THE DATA WERE ANALYZED AND PRESENTED IN TERMS OF--(1) GENERAL VERSUS VOCATIONAL EDUCATION; (2) VOCATIONAL VS. COMPREHENSIVE SCHOOLS; AND (3) SMALL VS. LARGE SCHOOLS. A 5 PERCENT CORRECTIVE SAMPLE WAS SELECTED FOR INTENSIVE FOLLOWUP OF NONRESPONDENTS, AND A SIMILAR SAMPLE WITH UNKNOWN ADDRESSES WAS PURSUED. DERIVED MEASURE INTERCORRELATIONS FOR 43 OCCUPATIONAL MEASURES, 29 NONOCCUPATIONAL MEASURES, AND 80 OCCUPATIONAL-MONOCCUPATIONAL MEASURES WERE OBTAINED BY THE PEARSON PRODUCT MOMENT CORRELATION METHOD. REASONS FOR NOT GETTING JOBS WERE NOT SIGNIFICANTLY DIFFERENT FOR VOCATIONAL AND COMPREHENSIVE GRADUATES. HELP IN FINDING THE FIRST JOB WAS OBTAINED FROM A FRIEND OR RELATIVE 38 PERCENT OF THE TIME AND FROM A COUNSELOR 5 PERCENT OF THE TIME. GRADUATES OF MEDIUM-SIZED SCHOOLS FELT LESS NEED FOR ADDITIONAL TRAINING IN BASIC SKILLS. THERE WAS NO SIGNIFICANT DIFFERENCE IN THE NUMBER OF FULL-TIME JOBS HELD BY ACADEMIC AND VOCATIONAL GRADUATES OR IN THEIR JOB SATISFACTION. (EH)

ED 012 316

VT 001 333

TEACHING ECONOMIC UNDERSTANDINGS IN BUSINESS COURSES, A REPORT OF A WORKSHOP.

BY- O'BRIEN, CLARE

CALIFORNIA STATE DEPT. OF EDUCATION, SACRAMENTO

PUB DATE 65

EDRS PRICE MF-\$0.10 HC-\$2.00 72P.

DESCRIPTORS- *BUSINESS EDUCATION, *CURRICULUM PLANNING, *ECONOMICS, *TEACHING TECHNIQUES, BIBLIOGRAPHIES, CURRICULUM GUIDES, HIGH SCHOOLS, INSTRUCTIONAL MATERIALS, SACRAMENTO, WORKSHOPS,

THE MATERIALS AND SUGGESTIONS FOR TEACHERS WERE DEVELOPED AT A 1961 SUMMER WORKSHOP FOR BUSINESS EDUCATION TEACHERS AND LATER REVIEWED AT CONFERENCES OF BUSINESSMEN AND BUSINESS EDUCATORS. BUSINESS EDUCATION PROVIDES AN APPROPRIATE SETTING IN WHICH TO EXAMINE AND DISCUSS THE APPLICATION OF BASIC ECONOMIC PRINCIPLES. SUGGESTIONS ARE GIVEN FOR INVOLVING STUDENTS IN THE ECONOMIC ANALYSIS OF SITUATIONS THEY ENCOUNTER DAILY. EXAMPLES ARE GIVEN TO SHOW HOW ECONOMIC UNDERSTANDINGS MAY BE INTRODUCED INTO CLASSES IN

BOOKKEEPING, BUSINESS LAW, BUSINESS MATHEMATICS, GENERAL BUSINESS, MERCHANDISING, SHORTHAND, TYPEWRITING, AND BUSINESS ENGLISH. A BIBLIOGRAPHY AND AN OUTLINE OF A ONE-SEMESTER COURSE ON THE AMERICAN ECONOMY ARE INCLUDED. (PS)

ED 012 317

VT 001 558

REPORT OF A FIVE-STATE OCCUPATIONAL EDUCATION RESEARCH AND DEVELOPMENT PLANNING CONFERENCE.

BY- MOSS, JEROME, JR.

MINNESOTA UNIV., MINNEAPOLIS, MINN.RES. COOR. UNIT

PUB DATE JAN 67

EDRS PRICE MF-\$0.09 HC-\$0.52 13P.

DESCRIPTORS- *COOPERATIVE PLANNING, *EDUCATIONAL RESEARCH, *RESEARCH PROBLEMS, *VOCATIONAL EDUCATION, CONFERENCES, EDUCATIONAL PROBLEMS, MINNEAPOLIS, PROGRAM EVALUATION, REGIONAL PLANNING, RESEARCH COORDINATING UNITS,

IN NOVEMBER 1966 A CONFERENCE WAS HELD TO (1) EXCHANGE INFORMATION ABOUT ONGOING AND PLANNED RESEARCH AND DEVELOPMENT ACTIVITIES IN IOWA, MINNESOTA, NORTH DAKOTA, SOUTH DAKOTA, AND WISCONSIN, (2) EXPLORE OPPORTUNITIES FOR COORDINATING ACTIVITIES, (3) DEVELOP A PRIORITY LIST OF CURRENT SIGNIFICANT PROBLEMS IN THE REGION, (4) SELECT A HIGH-PRIORITY OCCUPATIONAL EDUCATION PROBLEM FOR A REGIONWIDE COOPERATIVE RESEARCH AND DEVELOPMENT PROJECT, AND (5) APPOINT A PLANNING ADVISORY COMMITTEE. DEVELOPING THE ECONOMIC, SOCIOLOGICAL, AND PSYCHOLOGICAL CRITERIA FOR EVALUATING THE SUCCESS OF VOCATIONAL PROGRAMS WAS THE PROBLEM CHOSEN. IN ORDER TO INSURE THAT THE STUDY WOULD HAVE IMMEDIATE APPLICABILITY TO OPERATING VOCATIONAL PROGRAMS, IT WAS DECIDED TO UTILIZE IT IN AN ACTUAL EVALUATION OF VOCATIONAL PROGRAMS. A LIST OF 27 PRIORITY PROBLEMS IS INCLUDED. (MS)

ED 012 318

VT 001 656

CHARACTERISTICS OF THE TECHNICAL EDUCATION STUDENT.

BY- MILLER, AARON J.

PUB DATE 66

EDRS PRICE MF-\$0.09 HC-\$0.48 12P.

DESCRIPTORS- *ADMISSION CRITERIA, *DROPOUT CHARACTERISTICS, *SPEECHES, *STUDENT CHARACTERISTICS, *TECHNICAL EDUCATION, DENVER.

THE POST-HIGH SCHOOL TRAINEE SHOULD BE A HIGH SCHOOL GRADUATE OR THE EQUIVALENT. A FAIR DEGREE OF PROFICIENCY IN MATHEMATICS AND SCIENCE IS REQUIRED. IT IS REASONABLE TO EXPECT THE COMPLETION OF 2 YEARS OF HIGH SCHOOL MATHEMATICS AND 1 YEAR OF HIGH SCHOOL SCIENCE. SOME BACKGROUND IN DRAFTING AND SHOP IS DESIRABLE. THE STUDENT SHOULD BE AVERAGE OR ABOVE IN INTELLIGENCE. BECAUSE OF THE NATURE AND LENGTH OF THE TECHNICAL CURRICULUM, THE STUDENT MUST BE WILLING AND ABLE TO COMMIT HIMSELF TO IT IMMEDIATELY UPON ENROLLING. IF HE TRANSFERS FROM ANOTHER CURRICULUM, HIS REASONS SHOULD BE POSITIVE RATHER THAN NEGATIVE. READING ABILITY HAS BEEN FOUND TO BE THE MOST SIGNIFICANT ACADEMIC SUCCESS FACTOR. A STUDY BY THE AUTHOR REVEALED THAT TECHNICAL STUDENTS CAME FROM SIGNIFICANTLY LOWER SOCIOECONOMIC BACKGROUND THAN ENGINEERING STUDENTS. THE DROPOUT TENDED TO BE AN EXCESSIVE CONFORMIST WHO HAD DIFFICULTY IN DISAGREEING WITH OTHERS. HE TENDED TO BE EXCESSIVELY DEPENDENT ON OTHERS. THIS SPEECH WAS PRESENTED AT THE AMERICAN TECHNICAL EDUCATION ASSOCIATION (DENVER,

DECEMBER 4, 1966). (EM)

ED 012 319

VT 001 742

ANNOTATED BIBLIOGRAPHY FOR VOCATIONAL-TECHNICAL EDUCATION, 1966.

BY- BRUNETTI, FRANK WILLIAMS, JEROME

NEVADA STATE RES. COOR. UNIT FOR VOC. - TECH. EDUC.

PUB DATE 66

EDRS PRICE MF-\$0.36 HC-\$9.56 239P.

DESCRIPTORS- *ANNOTATED BIBLIOGRAPHIES, *TECHNICAL EDUCATION, *VOCATIONAL EDUCATION, EMPLOYERS, EMPLOYMENT, LABOR, OCCUPATIONS, PERSONNEL, RENO,

MORE THAN 1,000 ITEMS ARE LISTED ALPHABETICALLY WITHIN SUBJECT AREAS. THE AREAS INCLUDE AGRICULTURAL EDUCATION, ART INDUSTRIES AND TRADE, BUSINESS EDUCATION, ECONOMICS, JOB ANALYSIS, LABOR AND DEMOCRACY, MANPOWER, OCCUPATIONAL HEALTH NURSING, OCCUPATIONS, PERSONNEL MANAGEMENT, TECHNICAL EDUCATION, VOCATIONAL GUIDANCE, VOCATIONAL MATHEMATICS, VOCATIONS FOR GIRLS, WORK AND LEISURE, WORK MEASUREMENT, WORK-STUDY PROGRAMS, AND WORKERS ON RELIEF. PUBLICATION DATES RANGE FROM THE EARLY 1900'S THROUGH 1966. THE MATERIALS ARE AVAILABLE AT THE NOBLE H. GETCHELL LIBRARY ON THE UNIVERSITY OF NEVADA CAMPUS, RENO, AND THE LIBRARY CALL NUMBERS ARE GIVEN. (PS)

ED 012 320

VT 001 791

AUTOMOTIVE SERVICE SPECIALIST, A SUGGESTED GUIDE FOR A TRAINING COURSE.

BY- OETHEIMER, ARTHUR J. AND OTHERS

OFFICE OF EDUCATION, WASHINGTON, D.C.

REPORT NUMBER OE-87015

PUB DATE 65

EDRS PRICE MF-\$0.18 HC-\$3.44 86P.

DESCRIPTORS- *ADULT VOCATIONAL EDUCATION, *AUTO MECHANICS, *CURRICULUM GUIDES, *HIGH SCHOOLS, *TRADE AND INDUSTRIAL EDUCATION, DISTRICT OF COLUMBIA, INDUSTRIAL MATERIALS, MOTOR VEHICLES, TEACHING GUIDES,

THE PURPOSE OF THIS TEACHING GUIDE IS TO SERVE AS A REFERENCE AND COURSE OUTLINE FOR THE INSTRUCTOR. IT WAS DEVELOPED BY A COLLEGE AUTOMOTIVE DEPARTMENT HEAD AND REPRESENTATIVES OF AUTOMOTIVE SERVICE INDUSTRIES, PETROLEUM INDUSTRIES, AND GARAGES. THIS COURSE IS ADAPTABLE TO PREPARATORY, UPGRADING, OR RETRAINING PURPOSES. UNITS ARE SERVICE ORIENTATION AND MAINTENANCE, ELECTRICAL AND FUEL SERVICE, AND SUSPENSION AND BRAKE SERVICE. EACH LESSON INCLUDES TIME ALLOCATION, TOOLS AND MATERIALS, TEACHING GUIDE, DISCUSSION TOPICS, LABORATORY ACTIVITY, AND SHOP ACTIVITY. EACH OF THE THREE UNITS REQUIRES 12 WEEKS OF INSTRUCTION, LASTING 7 HOURS PER DAY, 5 DAYS A WEEK. THE APPENDIX CONTAINS--HAND TOOLS AND SPECIALIZED TOOL KITS, GENERAL SHOP EQUIPMENT AND TOOLS, BASIC EQUIPMENT AND TOOLS, SUGGESTED OPERATING SUPPLIES, AND COST SUMMARY (FOR A CLASS OF 15 STUDENTS). A SELECTED BIBLIOGRAPHY CONTAINS REFERENCE MATERIALS, SPECIFICATION MANUALS, AND INSTRUCTIONAL AIDS. THIS DOCUMENT IS ALSO AVAILABLE AS FS 5.287--87015 FROM THE SUPERINTENDENT OF DOCUMENTS, U.S. GOVERNMENT PRINTING OFFICE, WASHINGTON, D.C. 20402, FOR \$0.45. (EM)

ED 012 321

VT 001 023

MECHANICAL DRAFTING AND DESIGN TECHNOLOGY, JOB DESCRIPTIONS AND SUGGESTED TECHNIQUES FOR DETERMINING COURSES OF STUDY IN VOCATIONAL EDUCATION PROGRAMS.

BY- PETERSON, CLARENCE E.

OFFICE OF EDUCATION, WASHINGTON, D.C.

REPORT NUMBER OE-80000-NISC-3570-1

PUB DATE

64

EDRS PRICE MF-\$0.09 HC-\$1.40 35P.

DESCRIPTORS- *DRAFTING, *OCCUPATIONAL CLUSTERS, *PROGRAM PLANNING, *TECHNICAL EDUCATION, *TECHNICAL OCCUPATIONS, DESIGN, DISTRICT OF COLUMBIA, EDUCATIONAL NEEDS, ENGINEERING DRAWING, OCCUPATIONAL INFORMATION,

THIS IS THE FIRST OF A SERIES DESIGNED TO PROVIDE AID TO STATES IN ORGANIZING AND OPERATING PROGRAMS UNDER TITLE VIII OF THE NATIONAL DEFENSE EDUCATION ACT, PUBLIC LAW 85-864. IT FURNISHES--(1) GENERAL INFORMATION ABOUT A TECHNOLOGY OR BROAD FIELD OF WORK, (2) COMPOSITE JOB DESCRIPTIONS OF REPRESENTATIVE OCCUPATIONS IN THAT FIELD OF WORK, (3) A METHOD FOR DETERMINING THE RELATIONSHIP BETWEEN JOBS IN ORDER TO ESTABLISH A CLUSTER OR GROUP OF RELATED JOBS, AND (4) A METHOD FOR DETERMINING THE COURSES OF STUDY REQUIRED TO PREPARE STUDENTS FOR A CLUSTER OR GROUP OF CLOSELY RELATED OCCUPATIONS, OR A SPECIFIC OCCUPATION WITHIN A GROUP. THE CHAPTERS INCLUDE--THE FIELD OF WORK, JOB RELATIONSHIPS, JOB DESCRIPTIONS, AND TRAINING REQUIREMENTS. THIS DOCUMENT IS ALSO AVAILABLE AS FS 5.280--80000 FROM THE SUPERINTENDENT OF DOCUMENTS, U.S. GOVERNMENT PRINTING OFFICE, WASHINGTON, D.C. 20402, FOR \$0.25. (EM)

ED 012 322

VT 002 116

FACTORS RELATING TO OCCUPATIONAL AND EDUCATIONAL DECISION-MAKING OF RURAL YOUTH. RESEARCH SUMMARY.

BY- HORNBER, JAMES T. AND OTHERS

NEBRASKA UNIV., LINCOLN, COLL. OF AGRICULTURE

REPORT NUMBER DOA-EDUC-REP-1

PUB DATE

APR 67

EDRS PRICE MF-\$0.09 HC-\$1.80 45P.

DESCRIPTORS- *DECISION MAKING, *LITERATURE REVIEWS, *OCCUPATIONAL CHOICE, *RESEARCH, *RURAL YOUTH, ASPIRATION, BIBLIOGRAPHIES, COLLEGE ATTENDANCE, ECONOMIC FACTORS, EDUCATIONAL OBJECTIVES, FAMILY INFLUENCE, LINCOLN, MIGRATION, MOBILITY, PSYCHOLOGICAL PATTERNS, SOCIAL INFLUENCES, SOCIOECONOMIC INFLUENCES,

STUDIES OF SOCIOLOGICAL, ECONOMIC, EDUCATIONAL, AND PSYCHOLOGICAL FACTORS INFLUENCING THE OCCUPATIONAL AND EDUCATIONAL DECISION-MAKING BY RURAL YOUTH WERE REVIEWED. INCLUDED WERE STUDIES OF ASPIRATIONS, MIGRATION AND MOBILITY, SOCIOECONOMIC SCALE, OCCUPATIONAL CHOICE, COST AND BENEFIT OF EDUCATION, EDUCATIONAL AND OCCUPATIONAL ATTAINMENT AND ACHIEVEMENT, AND PURSUIT OF HIGHER EDUCATION. CONCLUSIONS INCLUDED--(1) FEWER CAPABLE RURAL MALES ATTEND COLLEGE THAN URBAN MALES, (2) ECONOMIC FACTORS GENERALLY DO NOT APPEAR TO BE A MAJOR DECISION-MAKING FACTOR. OCCUPATION OF FATHER, ATTITUDES OF PARENTS TOWARDS EDUCATION, AND EDUCATION OF PARENTS ARE INFLUENCING FACTORS, (3) RURAL-URBAN MIGRATION IS GREATER NEAR LARGE CITIES THAN IN REMOTE RURAL AREAS, (4) FARMING IS TRANSMITTED FROM FATHER TO SON IN LARGER PROPORTIONS THAN OTHER OCCUPATIONS, AND (5) ON-THE-JOB EXPERIENCE IS AN IMPORTANT FACTOR INFLUENCING DECISION

MAKING. A 149-ITEM BIBLIOGRAPHY IS INCLUDED. (JN)

ED 012 323

VT 002 134

FARM BUSINESS ANALYSIS, GUIDELINES FOR A SUGGESTED PROGRAM IN FARM MANAGEMENT.

BY- DUIS, HAROLD F. AND OTHERS

OFFICE OF EDUCATION, WASHINGTON, D.C.

REPORT NUMBER OE-81010

PUB DATE

64

REPORT NUMBER OE-CIRC-752

EDRS PRICE MF-\$0.09 HC-\$1.00 27P.

DESCRIPTORS- *ADULT FARMER EDUCATION, *FARM MANAGEMENT, *PROGRAM GUIDES, BUSINESS EDUCATION, DISTRICT OF COLUMBIA, FARM ACCOUNTS, INSTRUCTIONAL MATERIALS,

THE PURPOSE OF THIS GUIDE IS TO ASSIST STATE LEADERS AND TEACHERS IN PLANNING AND CONDUCTING FARM MANAGEMENT PROGRAMS WITH EMPHASIS ON FARM BUSINESS ANALYSIS. DEVELOPED BY NATIONAL AGRICULTURAL EDUCATION SPECIALISTS, THE OBJECTIVES OF THIS FARM BUSINESS ANALYSIS PROGRAM INCLUDE--(1) EFFICIENT USE OF FARM RECORDS, (2) USE OF GOOD MANAGEMENT AS A RESOURCE, (3) DECISION MAKING BASED ON RECORD ANALYSIS, (4) FARM BUSINESS REORGANIZATION BASED ON RECORD ANALYSIS, AND (5) COLLECTION OF USEFUL DATA. INTERESTED FARM COUPLES KEEP RECORDS, STUDY THEIR ANALYSIS, AND ARE ENCOURAGED TO BASE BUSINESS DECISIONS UPON RECORD ANALYSIS IN A YEAR-LONG SERIES OF MEETINGS. STATE LEVEL PROCEDURAL STEPS FOR PROGRAM DEVELOPMENT AND SOURCES OF TEACHING AIDS ARE INCLUDED. THE RELATIONSHIP OF THE PROGRAM TO OTHER ADULT FARMER INSTRUCTION AND HIGH SCHOOL CLASSES IS EMPHASIZED. REQUIREMENTS FOR TEACHER EDUCATION AND STEPS FOR LAUNCHING LOCAL PROGRAMS ARE OUTLINED. TOPICS FOR 13 MEETINGS ARE GIVEN. THIS DOCUMENT IS AVAILABLE AS FS 5.281--81010 FROM THE SUPERINTENDENT OF DOCUMENTS, U.S. GOVERNMENT PRINTING OFFICE, WASHINGTON, D.C. 20402, FOR \$0.20. (JN)

ED 012 324

VT 002 141

THE INFLUENCE OF INDUSTRIAL ARTS EXPERIENCE ON GRADES EARNED IN POST-HIGH SCHOOL TRADE AND TECHNICAL CURRICULUMS.

BY- MOSS, JEROME, JR.

MINNESOTA UNIV., MINNEAPOLIS, MINN.RES. COOR. UNIT

REPORT NUMBER CRP-2050

PUB DATE

66

EDRS PRICE MF-\$0.09 HC-\$1.92 38P.

DESCRIPTORS- *ACADEMIC ACHIEVEMENT, *INDUSTRIAL ARTS, *POSTSECONDARY EDUCATION, *TRADE AND INDUSTRIAL EDUCATION, COMPARATIVE ANALYSIS, EDUCATIONAL OBJECTIVES, GENERAL EDUCATION, GRADE POINT AVERAGE, MINNEAPOLIS, PREVOCATIONAL EDUCATION, PROGRAM EVALUATION, SENIOR HIGH SCHOOLS, STUDENT CHARACTERISTICS, WILLIAM HOOD DUNWOODY INDUSTRIAL INSTITUTE,

A SAMPLE OF 363 FULL-TIME ENROLLEES IN FOUR CURRICULUMS (AUTOMOTIVE, DRAFTING, ELECTRICAL, AND MACHINE SHOP) AT WILLIAM HOOD DUNWOODY INDUSTRIAL INSTITUTE WAS SELECTED TO TEST THE "PREVOCATIONAL EFFECTIVENESS" OF SENIOR HIGH INDUSTRIAL ARTS. THIRTY-FIVE VARIABLES WERE USED IN MEASURING THE EFFECT OF THE FOLLOWING ON ACADEMIC ACHIEVEMENT--(1) THE AMOUNT OF INDUSTRIAL ARTS TAKEN, (2) GRADES IN THOSE COURSES, (3) THEIR CONTENT, AND (4) THEIR OBJECTIVES. THE POST-SECONDARY COURSES LASTED EIGHTEEN 4-WEEK TRAINING PERIODS. NO DIFFERENCES IN SCHOLASTIC ACHIEVEMENT COULD BE ATTRIBUTED TO DIFFERENCES IN THE AMOUNT OF SENIOR HIGH SCHOOL

INDUSTRIAL ARTS EXPERIENCE, OR ABSENCE OF THIS EXPERIENCE, GRADES IN INDUSTRIAL ARTS, OR DIFFERENCES IN CONTENT OR OBJECTIVES OF INDUSTRIAL ARTS CLASSES. (EN)

ED 012 325

VT 002 148

IMPORTANT FACTORS CONCERNING HUMAN RESOURCES IN MISSISSIPPI. PRELIMINARY REPORT NUMBER 11.

BY- WALL, JAMES E.

MISSISSIPPI STATE UNIV., STATE COLLEGE

REPORT NUMBER PR-11

PUB DATE FEB 66

MISSISSIPPI STATE UNIV., STATE COLLEGE

EDRS PRICE MF-\$0.09 HC-\$1.00 45P.

DESCRIPTORS- #HUMAN RESOURCES, #LABOR FORCE, #POPULATION TRENDS, #VOCATIONAL EDUCATION, ACADEMIC ACHIEVEMENT, DROPOUTS, ENROLLMENT TRENDS, EXPENDITURES, STATE COLLEGE, STUDENT ENROLLMENT,

THE MORE IMPORTANT CHARACTERISTICS OF THE STATE'S HUMAN RESOURCES AND INFORMATION CONCERNING VOCATIONAL EDUCATION PROGRAMS ARE PRESENTED. MISSISSIPPI'S POPULATION INCREASED 21.6 PERCENT BETWEEN 1920 AND 1960. CENSUS DATA INDICATED (1) BIRTH RATES ARE HIGHER THAN NATIONAL AVERAGE, (2) DEATH RATES ARE CLOSE TO THE NATIONAL AVERAGE, (3) THE SHIFT FROM RURAL-AGRICULTURE TO URBAN-INDUSTRIAL CONTINUES, AND (4) MIGRATION LOSSES HAVE BEEN DEPLETING YOUNG ADULTS, ESPECIALLY WOMEN. VOCATIONAL PROGRAMS IN THE SECONDARY AND POST-SECONDARY SCHOOLS ARE DESIGNED FOR ENTRY JOBS AND THE RETRAINING AND UPGRADING OF YOUTH AND ADULTS. COURSES ARE OFFERED IN (1) AGRICULTURAL EDUCATION, (2) DISTRIBUTIVE EDUCATION, (3) HEALTH OCCUPATIONS EDUCATION, (4) HOME ECONOMICS EDUCATION, (5) TRADE AND INDUSTRIAL EDUCATION, (6) TECHNICAL EDUCATION, (7) BUSINESS AND OFFICE OCCUPATIONS, AND (8) MANPOWER TRAINING. THE MEDIAN FOR SCHOOL YEARS COMPLETED IN 1960 WAS 8.9 YEARS. SCHOOL ENROLLMENT FOR 1964-65 WAS 606,800 AND IS PROJECTED AS 602,700 FOR 1970-71. IN 1964-65, \$9,413,100 WAS SPENT FOR VOCATIONAL EDUCATION. OTHER TABULAR DATA ARE GIVEN FOR THE POPULATION AND VOCATIONAL EDUCATION. (EN)

ED 012 326

VT 002 153

A STUDY OF THE LUMBER INDUSTRY IN IDAHO, PART I.

BY- LOUDERMILK, KENNETH M.

IDAHO UNIV., MOSCOW, STATE OCCUPATIONAL RES. UNIT

PUB DATE 16 FEB 66

CONTRACT OEC-5-85-118

EDRS PRICE MF-\$0.09 HC-\$0.92 23P.

DESCRIPTORS- #ECONOMIC FACTORS, #EMPLOYMENT TRENDS, #INDUSTRIAL STRUCTURE, #LUMBER INDUSTRY, MOSCOW, SOCIOECONOMIC INFLUENCES,

A REVIEW OF LITERATURE TREATING NATIONAL, STATE, AND REGIONAL INFORMATION RELATING TO "HARVESTING," "PRIMARY MANUFACTURING," AND EMPLOYMENT IN THE LUMBER INDUSTRY REVEALED THERE HAVE BEEN FEW STUDIES OF EMPLOYEES AND THE KINDS OF JOBS THEY PERFORM. THE TOTAL CONTRIBUTION OF THE TIMBER-BASED INDUSTRY WAS ABOUT 25 BILLION DOLLARS ANNUALLY IN THE LATE FIFTIES AND EARLY SIXTIES. FROM 1955-65, NATIONAL PRODUCTION OF PULPWOOD INCREASED 33 PERCENT, AND PRODUCTION OF VENEER LOGS INCREASED 77 PERCENT. SAW LOG PRODUCTION FLUCTUATED, BUT NO TREND DEVELOPED. IDAHO REPRESENTED ABOUT 6

PERCENT OF THE WESTERN UNITED STATES TIMBER PRODUCTION. IN 1964, EMPLOYMENT IN LUMBERING ACCOUNTED FOR 4.5 TO 5 PERCENT OF THE STATE'S LABOR FORCE AND 20 TO 30 PERCENT IN SOME COUNTIES. LUMBERING EMPLOYMENT WAS 12,136 IN 1950, 14,694 IN 1956, AND 12,879 IN 1964. THIS REPRESENTED A PERCENTAGE DECLINE FROM 5.3 IN 1950 TO 5.1 IN 1964 WHEN COMPARED WITH THE TOTAL LABOR FORCE. AN 8 PERCENT DECREASE IN EMPLOYMENT WAS PROJECTED FOR THE PERIOD 1962-65. (EN)

ED 012 327

VT 002 154

A STUDY OF THE LUMBER INDUSTRY IN IDAHO, PART II.

BY- LOUDERMILK, KENNETH M.

IDAHO UNIV., MOSCOW, STATE OCCUPATIONAL RES. UNIT

PUB DATE MAY 66

CONTRACT OEC-5-85-118

EDRS PRICE MF-\$0.09 HC-\$1.36 34P.

DESCRIPTORS- #EMPLOYEES, #EMPLOYMENT QUALIFICATIONS, #INDIVIDUAL CHARACTERISTICS, #LUMBER INDUSTRY, #RESEARCH, ACCIDENTS, BIBLIOGRAPHIES, EMPLOYMENT, FRINGE BENEFITS, LABOR UNIONS, LITERATURE REVIEWS, MOSCOW, OCCUPATIONAL CHOICE, PERSONNEL EVALUATION, PHYSICAL ENVIRONMENT, PSYCHOLOGICAL TESTS, SALARIES, WORK ATTITUDES,

A MORE FORMAL STUDY OF THE LUMBER INDUSTRY (SEE VT 002 152 AND VT 002 153) RESULTED IN IMPRESSIONS OF THE WORKERS AND WORKING CONDITIONS. THERE ARE TWO GENERAL TYPES OF EMPLOYEE--(1) THOSE VIEWING LUMBERING AS STOPGAP EMPLOYMENT WHICH SERVES AS A SOURCE OF WAGES FOR EDUCATIONAL PURPOSES OR AS AN INTERIM JOB WHILE BETTER EMPLOYMENT IS SOUGHT, AND (2) THE EMPLOYEE COMMITTED TO THIS TYPE OF WORK BECAUSE OF SOCIAL, ECONOMIC, EDUCATIONAL, OR SUCCESS REASONS. THERE IS A WIDE RANGE OF PRESTIGE AND SALARY. THE LITERATURE FROM THE UNITED STATES, CANADA, GERMANY, SPAIN, AND ENGLAND ON WORKER ABILITIES, ABILITIES, AND RELATED CHARACTERISTICS IN THE LUMBER AND PAPER INDUSTRY WAS REVIEWED AND SYNTHESIZED. TESTS OF ARITHMETIC, SPATIAL RELATIONS, INTELLIGENCE, MECHANICAL PRINCIPLES, FORM PERCEPTION, PSYCHOMOTOR TESTS OF MANUAL AND FINGER DEXTERITY, AND EYE-HAND COORDINATION HAVE RELATED SIGNIFICANTLY TO CRITERIA OF WORK SUCCESS. STUDIES BY THE AUTHOR SHOWED HIGH CORRELATION WITH WORK EFFICIENCY RATINGS FOR THREE OF NINE PERSONAL DATA ITEMS--EDUCATION, INTERVIEWER'S RATING, AND MARITAL STATUS. OF 15 PHYSICAL FITNESS, APTITUDE, AND PERSONALITY MEASURES, ONLY THE SARGENT JUMP, GENERAL LEARNING ABILITY, VERBAL APTITUDE, NUMERICAL APTITUDE, SPATIAL APTITUDE, AND MOTOR COORDINATION CORRELATED SIGNIFICANTLY (.05 LEVEL) WITH WORK EFFICIENCY RATINGS. (EN)

ED 012 328

VT 002 159

AN ANALYSIS OF THE STUDENT POPULATION IN AGRICULTURAL EDUCATION AT NORTH CAROLINA STATE UNIVERSITY.

BY- PASOUR, HENRY A. AND OTHERS

NORTH CAROLINA STATE RES. COORD. UNIT IN OCCUP. ED

REPORT NUMBER RS-5

PUB DATE

67

NORTH CAROLINA UNIV., RALEIGH, N.C. STATE UNIV.

EDRS PRICE MF-\$0.09 HC-\$1.32 33P.

DESCRIPTORS- #AGRICULTURAL EDUCATION, #COLLEGE STUDENTS, #OCCUPATIONAL CHOICE, #STUDENT ENROLLMENT, #TEACHER EDUCATION, BACKGROUND, RALEIGH, TEACHER RECRUITMENT, TEACHER SUPPLY AND DEMAND, TRANSFER STUDENTS, VOCATIONAL AGRICULTURE,

IN THE FACE OF DECREASING NUMBERS OF STUDENTS PREPARING TO TEACH VOCATIONAL AGRICULTURE IN THE LAND-GRANT INSTITUTIONS AND THE INCREASING DEMAND FOR VOCATIONAL AGRICULTURE TEACHERS, A STUDY WAS UNDERTAKEN TO DETERMINE THE SOURCE OF PAST AND PRESENT AGRICULTURAL EDUCATION STUDENTS IN NORTH CAROLINA. DATA WERE GATHERED FROM STUDENT FILES ON 554 AGRICULTURAL EDUCATION STUDENTS WHO GRADUATED BETWEEN 1954 AND 1961 AND ALL UNDERGRADUATES IN THE PROGRAM FROM 1962 THROUGH SPRING 1966. IT WAS FOUND THAT 49.7 PERCENT OF THE STUDENTS CAME FROM 18 PERCENT OF THE COUNTIES, THOSE COUNTIES WHICH HAD MORE VOCATIONAL AGRICULTURE PROGRAMS. DISTANCE FROM THE STATE UNIVERSITY DID NOT SEEM TO BE AN INFLUENCE, BUT ECONOMIC OR OCCUPATIONAL FACTORS MAY HAVE BEEN. THE NUMBER OF YEARS A TEACHER HAD BEEN AT A PARTICULAR SCHOOL DID NOT APPEAR TO BE RELATED TO THE NUMBER OF STUDENTS ENTERING AGRICULTURAL EDUCATION. TRANSFER STUDENTS FROM OTHER CURRICULUMS WITHIN NORTH CAROLINA STATE UNIVERSITY AND FROM OTHER COLLEGES AND UNIVERSITIES ACCOUNTED FOR 47 PERCENT OF THE AGRICULTURAL EDUCATION STUDENTS. (JN)

ED 012 329

VT 002 199

FOLLOW-UP SURVEY OF HIGH SCHOOL VOCATIONAL GRADUATES. FINAL REPORT.

UTAH STATE RES. COORD. UNIT FOR VOC.-TECH. EDUC.

PUB DATE

66

EDRS PRICE MF-\$0.89 HC-\$0.44 11P.

DESCRIPTORS- #GRADUATE SURVEYS, #HIGH SCHOOL GRADUATES, #VOCATIONAL EDUCATION, #VOCATIONAL FOLLOWUP, EDUCATIONAL BACKGROUND, INDUSTRIAL ARTS, POSTSECONDARY EDUCATION, TECHNICAL EDUCATION, UTAH,

RECORDS IN THE OFFICE OF THE UTAH STATE SUPERINTENDENT OF PUBLIC INSTRUCTION WERE SURVEYED TO DETERMINE THE EXTENT TO WHICH TERMINAL HIGH SCHOOL VOCATIONAL STUDENTS ENTERED WORK IN THE OCCUPATION FOR WHICH THEY WERE TRAINED, IN RELATED OCCUPATIONS, AND IN AREAS UNRELATED TO THEIR HIGH SCHOOL VOCATIONAL PROGRAM. ONLY 1966 GRADUATES WERE STUDIED. AVAILABLE PERSONNEL RECORDS AT WEBER STATE COLLEGE AND UTAH TECHNICAL COLLEGE WERE EXAMINED TO DETERMINE HOW MANY STUDENTS ENTERING POSTSECONDARY VOCATIONAL AND TECHNICAL PROGRAMS HAD HIGH SCHOOL VOCATIONAL TRAINING IN THE SAME OR UNRELATED FIELDS, NO HIGH SCHOOL VOCATIONAL TRAINING, OR TRAINING IN A HIGH SCHOOL INDUSTRIAL ARTS PROGRAM. FINDINGS WERE--(1) OF 2,192 STUDENTS EMPLOYED OR AVAILABLE FOR EMPLOYMENT, 30 PERCENT WERE EMPLOYED FULL TIME IN THE OCCUPATIONS FOR WHICH THEY WERE TRAINED, 18 PERCENT WERE EMPLOYED FULL TIME IN RELATED OCCUPATIONS, AND 27 PERCENT WERE EMPLOYED FULL TIME IN UNRELATED OCCUPATIONS, AND (2) OF 1,328 POSTSECONDARY STUDENTS, 553 RECORDS WERE EXAMINED, AND 793 HAD NO RECORDS. OF THE 533 STUDENTS, 64 PERCENT HAD HIGH SCHOOL TRAINING IN THE SAME FIELD, 35 PERCENT IN UNRELATED FIELDS, AND 30 PERCENT HAD INDUSTRIAL ARTS TRAINING. (PS)

ED 012 330

VT 002 209

PROPOSAL FOR ESTABLISHMENT OF PROTOTYPE OCCUPATIONAL AND RESEARCH DEVELOPMENT COORDINATING UNIT.

BY- WATKINS, JAMES F.

MONTANA STATE DEPT. OF PUBLIC INSTRUCTION, HELENA

REPORT NUMBER BR-5-0109

PUB DATE 15 MAR 67

CONTRACT OEC-5-85-123

EDRS PRICE MF-\$0.09 HC-\$0.04 21P.

DESCRIPTORS- #EDUCATIONAL RESEARCH, #PROGRAM DESCRIPTIONS, #RESEARCH COORDINATING UNITS, #STATE PROGRAMS, #VOCATIONAL EDUCATION, HELENA, INFORMATION RETRIEVAL CONSULTANTS, RESEARCH PROJECTS, RESEARCH PROPOSALS,

THE RESEARCH COORDINATING UNIT (RCU) WAS ESTABLISHED IN AUGUST 1965, IN ORDER TO STIMULATE AND CONDUCT RESEARCH IN VOCATIONAL EDUCATION. ITS BASIC OBJECTIVES WERE TO (1) INITIATE, STIMULATE, ASSIST, AND COORDINATE RESEARCH ACTIVITY IN AND AMONG EDUCATIONAL AGENCIES, (2) CONDUCT RESEARCH INDEPENDENTLY OR IN CONJUNCTION WITH OTHER APPROPRIATE AGENCIES, (3) DISSEMINATE THE FINDINGS OF RESEARCH CONDUCTED BY THE RCU AND OTHER AGENCIES, (4) ESTABLISH EXPERIMENTAL AND DEMONSTRATION PROGRAMS, AND (5) APPLY RESEARCH FINDINGS THAT HAVE UNDERGONE ACCEPTABLE FIELD TESTING. THE 11 PROPOSED AND COMPLETED PROJECTS INCLUDE (1) A SURVEY OF COLLEGE COURSE OFFERINGS AND CERTIFICATION REQUIREMENTS RELATIVE TO VOCATIONAL EDUCATION, AND (2) A STUDY OF THE RELATIONSHIP BETWEEN VOCATIONAL EDUCATION AND THE JOB OPPORTUNITIES IN THE PETROLEUM INDUSTRY. THE RCU HAS (1) DEVELOPED A RESEARCH INFORMATION RETRIEVAL AND DISSEMINATION SYSTEM, (2) ESTABLISHED A RESEARCH CONSULTING SERVICE FOR LOCAL SCHOOLS AND SUPERVISORS OF THE STATE DEPARTMENT OF PUBLIC INSTRUCTION, (3) INITIATED AND PARTICIPATED IN WRITING SEVERAL PROJECTS SUBMITTED TO FEDERAL AGENCIES FOR FUNDING, AND (4) CONDUCTED RESEARCH PROJECTS DESIGNED TO STRENGTHEN "BASE-LINE" DATA FOR VOCATIONAL PLANNING. (SL)

ED 012 331

VT 002 210

THE DEMAND FOR AND SELECTED SOURCES OF TEACHERS IN VOCATIONAL AND TECHNICAL EDUCATION, STATE DIRECTOR SURVEY.

BY- HENSEL, JAMES W.

OHIO STATE UNIV., COLUMBUS, CENTER FOR VOC. EDUC.

PUB DATE JAN 67

EDRS PRICE MF-\$0.16 HC-\$3.32 83P.

DESCRIPTORS- #NATIONAL SURVEYS, #OCCUPATIONAL SURVEYS, #TEACHER SUPPLY AND DEMAND, #VOCATIONAL EDUCATION TEACHERS, COLUMBUS, EMPLOYMENT TRENDS, HIGH SCHOOLS, POSTSECONDARY EDUCATION, QUESTIONNAIRES, TECHNICAL EDUCATION, VOCATIONAL EDUCATION,

A QUESTIONNAIRE WAS MAILED TO THE STATE DIRECTOR OF VOCATIONAL EDUCATION IN EVERY STATE AND TERRITORY OF THE UNITED STATES TO OBTAIN DATA CONCERNING THE NUMBER AND TYPE OF FULL-TIME HIGH SCHOOL AND POST-HIGH SCHOOL VOCATIONAL TEACHERS CURRENTLY EMPLOYED AND THE PROJECTED NUMBER OF TEACHERS THAT WOULD BE NEEDED DURING THE NEXT 3 YEARS. THEY WERE ALSO ASKED TO INDICATE SPECIFIC AREAS OF GREATEST TEACHER NEED IN THE FUTURE. ALL BUT KENTUCKY AND MASSACHUSETTS RESPONDED. ESTIMATED INCREASES IN NEED FOR HIGH SCHOOL TEACHERS FROM 1965 TO 1980 WERE--AGRICULTURE, 5.3 PERCENT, BUSINESS AND OFFICE EDUCATION, 28 PERCENT, DISTRIBUTIVE EDUCATION, 49.2 PERCENT, HOME ECONOMICS, 13.7 PERCENT, AND TRADE AND INDUSTRIAL EDUCATION, 43.1 PERCENT. ESTIMATES OF INCREASED NEED FOR POST-HIGH TEACHERS FOR THIS PERIOD WERE--AGRICULTURE, 113 PERCENT, BUSINESS AND OFFICE EDUCATION, 37 PERCENT, DISTRIBUTIVE EDUCATION, 73.3 PERCENT, HEALTH OCCUPATIONS, 40.2 PERCENT, HOME ECONOMICS, 66 PERCENT, TECHNICAL EDUCATION, 39.7 PERCENT, AND TRADE AND INDUSTRIAL EDUCATION, 23.2 PERCENT. DATA FROM QUESTIONNAIRES WERE TABULATED BY REGIONS. (PS)

ED 012 332 VT 002 220
A REPORT ON DROPOUTS FROM NORTH DAKOTA PUBLIC HIGH SCHOOLS.
BY- BOYLES, GARY E.
NORTH DAKOTA UNIV., GRAND FORKS, SCH. OF EDUC.
REPORT NUMBER NDU-RR-1 PUB DATE AUG 66
EDRS PRICE MF-\$0.09 HC-\$1.40 37P.

DESCRIPTORS- *DROPOUT CHARACTERISTICS, *DROPOUTS, GRAND FORKS.

STUDIES FROM OTHER STATES WERE REVIEWED TO DETERMINE THE MORE COMMON CHARACTERISTICS OF DROPOUTS. FORMS WERE SENT TO ALL HIGH SCHOOLS IN NORTH DAKOTA FOR REPORTING PUPIL DROPOUTS. THE FIRST SET OF 229 DROPOUT FORMS RETURNED WAS ANALYZED, AND THE FOLLOWING DATA FOR DROPOUTS ARE GIVEN--SEX, RACE, PART-TIME EMPLOYMENT, PROGRAM OF STUDIES, GENERAL SCHOLASTIC ACHIEVEMENT, RANK IN CLASS WHEN DROPPING OUT, NUMBER OF COURSES FAILED LAST REPORT, ATTENDANCE RECORD OF DROPOUTS, DISCIPLINARY RECORD, NUMBER OF SCHOOLS ATTENDED, SPECIAL EFFORTS BY SCHOOL TO RETAIN DROPOUTS, CONDITIONS FOR STAYING IN SCHOOL, PERSONS CONDUCTING EXIT INTERVIEW, PARENTAL ATTITUDES ABOUT SON OR DAUGHTER DROPPING OUT OF SCHOOL, SOURCE OF IDEA TO LEAVE SCHOOL, PERSONS WITH WHOM PUPIL RESIDED, OCCUPATIONS OF PARENTS, RELATIONSHIP WITH PERSON, REASONS FOR DROPPING OUT OF SCHOOL, AND FUTURE PLANS OF DROPOUTS. REASONS GIVEN BY THE SCHOOL FOR MALE DROPOUTS INCLUDED (1) ACADEMIC DIFFICULTY, 20 PERCENT, (2) PARENTAL INFLUENCE, 21 PERCENT, AND (3) MARRIAGE, 20 PERCENT. REASONS GIVEN BY MALE DROPOUTS INCLUDED (1) ACADEMIC DIFFICULTY, 24 PERCENT, AND (2) DISLIKE OF SCHOOL, 29 PERCENT. PREGNANCY ACCOUNTED FOR APPROXIMATELY 43 PERCENT OF THE FEMALE DROPOUTS. (P8)

ED 012 333 VT 002 225
ESTABLISHING A CENTER FOR RESEARCH IN VOCATIONAL AND TECHNICAL EDUCATION.
BY- NAGEL, ELWYN H.
NORTH DAKOTA UNIV., GRAND FORKS
REPORT NUMBER BR-5-0093 PUB DATE JAN 67
CONTRACT OEC-5-85-114
EDRS PRICE MF-\$0.09 HC-\$0.60 22P.

DESCRIPTORS- *EDUCATIONAL RESEARCH, *PROGRAM DESCRIPTIONS, *RESEARCH COORDINATING UNITS, *RESEARCH PROPOSALS, *VOCATIONAL EDUCATION, CONSULTANTS, GRAND FORKS, INFORMATION DISSEMINATION, NORTH DAKOTA RESEARCH COORDINATING UNIT, RESEARCH PROJECTS, STATE PROGRAMS.

ACTIVITIES PURSUED BY THE CENTER FROM THE TIME OF ITS DESIGNATION AS A RESEARCH COORDINATING UNIT (RCU), JUNE 30, 1965, TO NOVEMBER 30, 1966 ARE REPORTED. OBJECTIVES OF THE RCU WERE TO (1) BUILD AN ATMOSPHERE WITHIN THE STATE THAT COMITS ITSELF TO RESEARCH AND IS RECEPTIVE TO IT, (2) STIMULATE PROJECTS, IDEAS, AND UNDERSTANDING OF RESEARCH, (3) PROVIDE LEADERSHIP IN RESEARCH RELATED ACTIVITIES, (4) COORDINATE STATE EDUCATION RESEARCH EFFORTS IN THE STATE AGENCY AND WITH OTHER GOVERNMENT AND PROFESSIONAL AGENCIES AND PROFESSIONS, (5) SERVE AS CONSULTANTS ON RESEARCH IDEAS AND PROJECTS THAT FORWARD VOCATIONAL EDUCATION, (6) DISSEMINATE RESEARCH INFORMATION THAT ENABLES OTHERS TO UTILIZE RECENT RESEARCH FINDINGS, (7) IDENTIFY RESEARCH TRAINING NEEDS AND PERSONNEL, (8) WORK TOWARD THE

IDENTIFICATION OF BASIC ISSUES AND PROBLEMS NEEDING RESEARCH, AND (9) DEVELOP LONG-RANGE PLANS FOR RESEARCH. THE RCU ASSISTED IN THE DEVELOPMENT OF 17 RESEARCH PROPOSALS INCLUDING--(1) FACTORS INVOLVED IN THE DECISION TO MIGRATE AND THE IMPACT OF MIGRATION UPON THE INDIVIDUAL AND THE SENDER AND RECEIVER COMMUNITY, AND (2) DETERMINATION OF NORTH DAKOTA HIGH SCHOOL STUDENTS' KNOWLEDGE OF OCCUPATIONAL AREAS AND VOCATIONAL TRAINING AVAILABLE. THE DIRECTOR, FUNDING REQUESTED, AND STATUS ARE SHOWN FOR EACH PROJECT. THE RCU HELPED IDENTIFY RESEARCH PROBLEMS, AND SUPERVISED AND COORDINATED STUDIES RELATED TO VOCATIONAL EDUCATION. (SL)

ED 012 334 VT 002 323
RESEARCH PROBLEMS IN VOCATIONAL EDUCATION, CONFERENCE REPORT OF THE GEORGIA RCU ADVISORY COMMITTEE. (CLARKSTON, OCTOBER 21, 1966).
BY- BOTTONS, JAMES E. MURPHY, MARY KAY
GEORGIA STATE DEPT. OF EDUCATION, ATLANTA
PUB DATE APR 67
EDRS PRICE MF-\$0.09 HC-\$1.24 31P.

DESCRIPTORS- *ADVISORY COMMITTEES, *CONFERENCES, *EDUCATIONAL PROBLEMS, *RESEARCH PROBLEMS, *VOCATIONAL EDUCATION, ADMISSION CRITERIA, ATLANTA, CLARKSTON, CURRICULUM DEVELOPMENT, EDUCATIONAL RESEARCH, EMPLOYMENT TRENDS, OCCUPATIONAL GUIDANCE, PROGRAM EVALUATION, PUBLIC RELATIONS, RESEARCH COORDINATING UNITS, TEACHER EDUCATION.

THE RESEARCH COORDINATING UNIT ADVISORY COMMITTEE, COMPOSED OF REPRESENTATIVES FROM MANY AND DIVERSE COMMUNITY, OCCUPATIONAL, AND EDUCATIONAL GROUPS, MET TO IDENTIFY RESEARCH PROBLEMS OF A PRIORITY NATURE IN VOCATIONAL AND TECHNICAL EDUCATION. THEY MET IN SMALL GROUPS DURING THE 1-DAY SESSION. MAJOR PROBLEMS WERE IDENTIFIED AT THE SECONDARY AND POST-SECONDARY LEVELS IN THE AREAS OF HOME ECONOMICS, AGRICULTURE, TRADE AND INDUSTRIAL, DISTRIBUTIVE, AND BUSINESS EDUCATION. SUGGESTED TOPICS FOR RESEARCH INCLUDED (2) INVESTIGATION OF METHODS OF CREATING A FAVORABLE AND POSITIVE IMAGE OF VOCATIONAL EDUCATION, (2) STUDY OF THE CORRELATION OF ACADEMIC BACKGROUND AND OCCUPATIONAL EXPERIENCE AS RELATED TO TEACHER COMPETENCIES, (3) DEVELOPMENT AND DISSEMINATION OF OCCUPATIONAL INFORMATION TO HIGH SCHOOL STUDENTS, AND (4) DETERMINATION OF REASONS FOR THE CONTINUING LOSS OF OUTSTANDING DISTRIBUTIVE EDUCATION TEACHER COORDINATORS TO BUSINESS AND INDUSTRY. OTHER TOPICS CONCERNED EVALUATION OF STUDENT AND PERSONNEL RECRUITMENT, STUDENT SELECTION AND PLACEMENT, CURRICULUM DEVELOPMENT AND EXPERIMENTATION, OCCUPATIONAL TRENDS, TEACHER EDUCATION, PROGRAM DEVELOPMENT, AND ADMINISTRATION AT LOCAL AND STATE LEVELS. (P8)

ED 012 335 VT 002 422
INSTRUMENTATION AND AUTOMATIC CONTROL, SUGGESTED TECHNIQUES FOR DETERMINING COURSES OF STUDY IN VOCATIONAL AND TECHNICAL EDUCATION PROGRAMS.
BY- WEINSTEIN, EMANUEL
OFFICE OF EDUCATION, WASHINGTON, D.C.
REPORT NUMBER OE-80043 PUB DATE MAY 66
EDRS PRICE MF-\$0.09 HC-\$1.60 31ADP.

DESCRIPTORS- *CURRICULUM, *CURRICULUM PLANNING, *HISTORICAL REVIEWS, *INSTRUMENTATION, *TECHNICAL EDUCATION, AUTOMATION.

BIBLIOGRAPHIES, DISTRICT OF COLUMBIA,

THE PURPOSE OF THIS GUIDE IS TO HELP THE STATES ORGANIZE AND OPERATE EDUCATIONAL PROGRAMS FOR OCCUPATIONS IN THE FIELD OF INSTRUMENTATION. CHAPTER TITLES ARE--(1) INSTRUMENTATIONS--PAST, PRESENT, AND FUTURE, (2) THE OCCUPATIONAL FIELD, (3) WORK ACTIVITIES (DESIGN, FABRICATION, MAINTENANCE, REPAIR, AND SERVICE), (4) TRAINING REQUIREMENTS, AND (5) DEVELOPING THE CURRICULUM (JOB ANALYSIS). AN ANNOTATED BIBLIOGRAPHY LISTS 30 TITLES DEALING WITH RELATED TOPICS SUCH AS AUTOMATION, MANPOWER, OCCUPATIONS, AND TRAINING. THE APPENDIX CONTAINS (1) A LIST OF MATHEMATICS, INSTRUMENTATION TECHNOLOGY, AND SUPPLEMENTARY COURSE DESCRIPTIONS, (2) A SAMPLE CURRICULUM OUTLINE, AND (3) A SELECTED BIBLIOGRAPHY OF U.S. OFFICE OF EDUCATION PUBLICATIONS. THIS DOCUMENT IS ALSO AVAILABLE AS FS 5.280--80043 FROM THE SUPERINTENDENT OF DOCUMENTS, U.S. GOVERNMENT PRINTING OFFICE, WASHINGTON, D.C. 20402, FOR \$0.25. (EM)

ED 012 336

VT 002 484

SHEET METAL WORKER, A SUGGESTED TRAINING COURSE.

BY- RONEY, MAURICE

OKLAHOMA STATE UNIV., STILLWATER, AGRIC.-APPL.SCI.

PUB DATE

65

EDRS PRICE MF-80.09 HC-80.96 24P.

DESCRIPTORS- *CURRICULUM GUIDES, *POST SECONDARY EDUCATION, *SHEET METAL WORKERS, *TRADE AND INDUSTRIAL EDUCATION, INSTRUCTIONAL PROGRAMS, MDTA PROGRAMS, SHEET METAL WORK, STILLWATER.

THE PURPOSE OF THIS CURRICULUM GUIDE IS TO ASSIST ADMINISTRATORS AND INSTRUCTORS IN PLANNING AND DEVELOPING MANPOWER DEVELOPMENT AND TRAINING PROGRAMS TO PREPARE WORKERS FOR ENTRY-LEVEL POSITIONS IN THE SHEET METAL INDUSTRY. THE MATERIAL WAS PREPARED UNDER CONTRACTUAL AGREEMENT BY OKLAHOMA STATE UNIVERSITY AND REVIEWED BY ADVISORY GROUPS. IT IS DESIGNED TO GIVE THE TRAINEE A BACKGROUND OF FUNDAMENTALS IN MANIPULATIVE SKILLS AND RELATED INFORMATION. THE COURSE OUTLINE CONTAINS UNITS IN (1) MATHEMATICS AND BLUEPRINT READING, (2) DRAWING, (3) JOB PLANNING, (4) PATTERN DEVELOPMENT, (5) FABRICATION, (6) ASSEMBLY, (7) SHEET METAL INSTALLATION IN CONSTRUCTION, (8) MANUFACTURING (QUANTITY PRODUCTION), AND (9) MAINTENANCE AND SAFETY PROCEDURES. THE COURSE COVERS 780 HOURS OF INSTRUCTION IN A PERIOD OF 26 WEEKS. A DISTRIBUTION OF INSTRUCTIONAL TIME FOR RELATED INSTRUCTION AND SHOP PRACTICE IS GIVEN WITHIN EACH MAJOR DIVISION. A CLASS OF 20 OR LESS IS SUGGESTED TO PERMIT TIME FOR THE NECESSARY INDIVIDUAL INSTRUCTION. THE TRAINEE SHOULD HAVE A HIGH SCHOOL EDUCATION WITH AT LEAST ONE COURSE IN MATHEMATICS AND HAVE MECHANICAL REASONING ABILITY, MANUAL DEXTERITY, AND A SENSE OF SPATIAL RELATIONS. SUPPLEMENTARY MATERIALS INCLUDE A LAYOUT OF A TRAINING FACILITY AND A LIST OF MACHINES, TOOLS, EQUIPMENT, AND SUPPLIES FOR A CLASS OF 20 PERSONS. INSTRUCTIONAL TEXTS, REFERENCES, AND FILMS ARE LISTED. (MC)

ED 012 337

VT 002 516

INSTRUMENTATION TECHNOLOGY, A SUGGESTED 2-YEAR POST HIGH SCHOOL CURRICULUM. TECHNICAL EDUCATIONAL PROGRAM SERIES, NUMBER 8.

OFFICE OF EDUCATION, WASHINGTON, D.C.

REPORT NUMBER OE-80033

PUB DATE

66

EDRS PRICE MF-80.18 HC-84.92 123P.

DESCRIPTORS- *CURRICULUM GUIDES, *INSTRUMENTATION, *INSTRUMENTATION TECHNICIANS, *POST SECONDARY EDUCATION, *TECHNICAL EDUCATION, BIBLIOGRAPHIES, DISTRICT OF COLUMBIA, EDUCATIONAL FACILITIES, EQUIPMENT, INSTRUCTIONAL MATERIALS, INSTRUMENT SOCIETY OF AMERICA, PROGRAM DEVELOPMENT.

A 2-YEAR POST-SECONDARY CURRICULUM FOR TECHNICIANS IS PRESENTED. IT IS DESIGNED TO AID SCHOOL ADMINISTRATORS, SUPERVISORS, AND TEACHERS TO PLAN AND DEVELOP NEW PROGRAMS OR EVALUATE EXISTING PROGRAMS. IT WAS PREPARED PURSUANT TO A U.S. OFFICE OF EDUCATION CONTRACT BY THE INSTRUMENT SOCIETY OF AMERICA AFTER A NATIONAL SURVEY OF INSTRUMENTATION MANUFACTURERS, USERS, AND EDUCATIONAL INSTITUTIONS. A CURRICULUM, DESCRIPTION OF EACH COURSE, AND A DISCUSSION OF THE CONTENT RELATIONSHIPS ARE GIVEN. OUTLINES FOR EACH COURSE GIVE HOURS REQUIRED, A COURSE DESCRIPTION, MAJOR DIVISIONS, TEXTS, AND REFERENCES, AND VISUAL AIDS. THE SPECIALIZED NATURE OF THE CURRICULUM REQUIRES THAT THE TEACHERS HAVE SPECIAL COMPETENCIES BASED ON PROFICIENCY IN TECHNICAL SUBJECT MATTER AND INDUSTRIAL EXPERIENCE. IN GENERAL, STUDENTS ENTERING THE PROGRAM SHOULD HAVE COMPLETED 2 YEARS OF HIGH SCHOOL MATHEMATICS AND 1 YEAR OF PHYSICS OR THE EQUIVALENT. INFORMATION ON FACILITIES, EQUIPMENT, AND COSTS INCLUDES FLOORPLANS, AN EQUIPMENT LIST, AND A SUMMARY OF COSTS. AN EXTENSIVE BIBLIOGRAPHY OF SUGGESTED TEXTS AND REFERENCES IS INCLUDED. THE APPENDIX CONTAINS A LIST AND DESCRIPTION OF RELATED ORGANIZATIONS AND SOCIETIES, A GUIDE FOR REPORT WRITING, AND SAMPLE INSTRUCTIONAL MATERIALS. THIS DOCUMENT IS ALSO AVAILABLE AS FS 5.280--80033 FROM THE SUPERINTENDENT OF DOCUMENTS, U.S. GOVERNMENT PRINTING OFFICE, WASHINGTON, D.C. 20402, FOR \$0.75 (EM)

ED 012 338

VT 002 635

CIVIL TECHNOLOGY, HIGHWAY AND STRUCTURAL OPTIONS, A SUGGESTED 2-YEAR POST HIGH SCHOOL CURRICULUM. TECHNICAL EDUCATION PROGRAM SERIES, NUMBER 8.

BY- BEAUMONT, JOHN A AND OTHERS

OFFICE OF EDUCATION, WASHINGTON, D.C.

REPORT NUMBER OE-80041

PUB DATE

66

EDRS PRICE MF-80.18 HC-84.60 119P.

DESCRIPTORS- *CIVIL ENGINEERING, *CURRICULUM GUIDES, *ENGINEERING TECHNICIANS, *POST SECONDARY EDUCATION DISTRICT OF COLUMBIA, *PROGRAM DEVELOPMENT, *VOCATIONAL EDUCATION, BIBLIOGRAPHIES, CURRICULUM, EDUCATIONAL FACILITIES, INSTRUCTIONAL MATERIALS, ORGANIZATIONS (GROUPS), UNIVERSITY OF ILLINOIS.

DESIGNED TO ASSIST ADMINISTRATORS, SUPERVISORS, AND TEACHERS TO PLAN, DEVELOP, AND EVALUATE PROGRAMS, THIS CURRICULUM GUIDE OFFERS COURSE OUTLINES, PROCEDURES, LABORATORY LAYOUTS, TEXTS AND REFERENCES, LISTS OF LABORATORY EQUIPMENT AND ITS COST, AND A SELECTED LIST OF SCIENTIFIC AND TECHNICAL SOCIETIES. BASIC MATERIALS WERE PREPARED AT THE UNIVERSITY OF ILLINOIS PURSUANT TO A U.S. OFFICE OF EDUCATION (USOE) CONTRACT. THESE WERE REVISED, AND THE FINAL DRAFT WAS PREPARED BY USOE PERSONNEL. TECHNICAL COURSE OUTLINES FOR BOTH OPTIONS INCLUDE HOURS REQUIRED, DESCRIPTION INSTRUCTION

SUGGESTIONS, MAJOR DIVISIONS, TEXTS AND REFERENCES, AND VISUAL AND TRAINING AIDS. SOME COURSES ARE--(1) TECHNICAL DRAWING, (2) CONSTRUCTION METHODS AND EQUIPMENT, (3) SURVEYING AND MEASUREMENTS, (4) SOILS AND FOUNDATIONS, AND (5) REINFORCED CONCRETE CONSTRUCTION. TEACHERS SHOULD HAVE ADVANCED TECHNICAL TRAINING. STUDENTS SHOULD BE HIGH SCHOOL GRADUATES WITH 1 1/2 YEARS OF ALGEBRA, 1 YEAR OF GEOMETRY, AND 1 YEAR OF PHYSICS. AN EXTENSIVE BIBLIOGRAPHY OF TEXTS AND REFERENCES IS GIVEN. THIS DOCUMENT IS ALSO AVAILABLE AS FS 5.280--80041 FROM THE SUPERINTENDENT OF DOCUMENT, U.S. GOVERNMENT PRINTING OFFICE, WASHINGTON, D.C. 20402, FOR \$0.60. (EM)

ED 012 339

VT 002 796

EMPLOYMENT OPPORTUNITIES IN NEW MEXICO AND WEST TEXAS FOR GRADUATES OF A TWO-YEAR PROGRAM IN APPLIED HORTICULTURE AND AGRICULTURAL MACHINERY.

BY- COBB, RICHARD A.

NEW MEXICO STATE UNIV., UNIVERSITY PARK

PUB DATE MAY 67

EDRS PRICE MF-\$0.10 HC-\$3.60 92P.

DESCRIPTORS- *AGRICULTURAL MACHINERY OCCUPATIONS, *EMPLOYMENT OPPORTUNITIES, *ORNAMENTAL HORTICULTURE OCCUPATIONS, *POSTSECONDARY EDUCATION, *SALARIES, AGRICULTURAL EDUCATION, EDUCATIONAL NEEDS, EMPLOYMENT TRENDS, OCCUPATIONAL SURVEYS, UNIVERSITY PARK,

IN RESPONSE TO CHANGING OCCUPATIONAL PATTERNS, NEW LEGISLATIVE PROVISIONS, THE INCREASING INTEREST OF URBAN STUDENTS, AND THE ESTABLISHMENT OF A NEW 2-YEAR AGRICULTURAL INSTITUTE, A SURVEY OF HORTICULTURE AND AGRICULTURAL MACHINERY OCCUPATIONS WAS CONDUCTED. THE OBJECTIVES WERE TO (1) DETERMINE EMPLOYMENT OPPORTUNITIES AND TRAINING NEEDS, (2) COMPARE SALARIES, (3) DETERMINE EMPLOYER PREFERENCE FOR EMPLOYEES WITH POSTSECONDARY EDUCATION, AND (4) PROJECT EMPLOYMENT OPPORTUNITIES. OCCUPATIONAL TITLES WERE FORMULATED FROM THE LITERATURE, QUESTIONNAIRES DESIGNED AND TESTED, EMPLOYER LISTS COMPILED, QUESTIONNAIRES MAILED, NONRESPONDENTS CONTACTED, AND DATA ANALYZED. THE FINDINGS WERE BASED ON THE RESPONSES OF 79 HORTICULTURE AND 98 AGRICULTURAL MACHINERY EMPLOYERS. HORTICULTURAL EMPLOYMENT OPPORTUNITIES WERE GREATEST IN RETAIL NURSERIES AND AT GOLF COURSES. SALARIES AVERAGED \$86 PER WEEK, AND AN ESTIMATED 95 MORE WORKERS WOULD BE NEEDED WITHIN 5 YEARS. AGRICULTURAL MACHINERY EMPLOYMENT OPPORTUNITIES WERE GREATEST FOR MECHANICS, PARTS CLERKS, AND SALESMEN. SALARIES AVERAGED \$100 PER WEEK, AND 448 ADDITIONAL EMPLOYEES WOULD BE NEEDED WITHIN 5 YEARS. MOST HORTICULTURE AND AGRICULTURAL MACHINERY EMPLOYERS WOULD HIRE POSTSECONDARY GRADUATES AT HIGHER SALARIES. (JH)

ED 012 340

VT 002 930

COMPILATION OF TECHNICAL EDUCATION INSTRUCTIONAL MATERIALS. SUPPLEMENT 1; NEW AND REVISED INFORMATIONAL RESOURCES.

BY- COTRELL, C.J. VALENTINE, I.E.

OHIO STATE UNIV., COLUMBUS, CENTER FOR VOC. EDUC.

PUB DATE APR 67

EDRS PRICE MF-\$0.27 HC-\$7.40 183P.

DESCRIPTORS- *INSTRUCTIONAL MATERIALS, *LEADERSHIP TRAINING, *RESOURCE MATERIALS, *TECHNICAL EDUCATION, ADMINISTRATIVE

ORGANIZATION, BIBLIOGRAPHIES, COLUMBUS, EDUCATIONAL FACILITIES, EDUCATIONAL FINANCE, EVALUATION METHODS, GUIDELINES, INSTITUTES (TRAINING PROGRAMS), PROGRAM EVALUATION,

ADDITIONAL MATERIALS WERE DEVELOPED TO SUPPLEMENT "COMPILATION OF TECHNICAL EDUCATION MATERIALS" (VT 002 936) ON RECOMMENDATION OF THE PROJECT EVALUATION COMMITTEE FOR THE NATIONAL LEADERSHIP DEVELOPMENT INSTITUTES IN TECHNICAL EDUCATION. FOUR PAPERS WERE COMMISSIONED BY THE CENTER FOR VOCATIONAL AND TECHNICAL EDUCATION. "ADMINISTRATIVE PATTERNS IN TECHNICAL EDUCATION" DESCRIBES AND COMPARES STATE AND INSTITUTIONAL PATTERNS, PROJECTS FUTURE TRENDS, MAKES RECOMMENDATIONS FOR PLANNING AND DEVELOPING ADMINISTRATIVE STRUCTURES, AND INCLUDES AN APPENDIX OF STATE AND LOCAL ORGANIZATIONAL STRUCTURES. "THE EVALUATION OF TECHNICAL EDUCATION PROGRAMS" PRESENTS GUIDELINES FOR DEVELOPING EVALUATIVE CRITERIA AND SELF-EVALUATION INSTRUMENTS, AND PROVIDES EVALUATION CHECKLISTS FOR EACH PHASE OF OPERATION. "FACILITIES PLANNING FOR TECHNICAL PROGRAMS" PRESENTS THE PROCEDURES, RESPONSIBILITIES, GUIDELINES, AND CRITERIA FOR PLANNING AND CONSTRUCTING FACILITIES. "FINANCING PROGRAMS OF TECHNICAL EDUCATION" DEVELOPS PRINCIPLES, METHODS, AND SOURCES OF FINANCING. A BIBLIOGRAPHY AND SUPPLEMENTARY MATERIALS ARE INCLUDED. THERE IS A SECOND SUPPLEMENT (VT 002 938). (HC)

ED 012 341

VT 002 938

COMPILATION OF TECHNICAL EDUCATION MATERIALS.

BY- EMERSON, LYNN AND OTHERS

OHIO STATE UNIV., COLUMBUS, CENTER FOR VOC. EDUC.

PUB DATE 66

EDRS PRICE MF-\$0.27 HC-\$7.36 184P.

DESCRIPTORS- *INSTRUCTIONAL MATERIALS, *LEADERSHIP TRAINING, *RESOURCE MATERIALS, *SUBPROFESSIONALS, *TECHNICAL EDUCATION, BIBLIOGRAPHIES, COLUMBUS, CURRICULUM DEVELOPMENT, EDUCATIONAL FACILITIES, EDUCATIONAL RESPONSIBILITY, EMPLOYMENT TRENDS, INSTITUTES (TRAINING PROGRAMS), INSTRUCTIONAL PROGRAMS, PROGRAM DEVELOPMENT, TEACHER AID,

THE MATERIAL WAS SELECTED AND PREPARED FOR USE IN THE NATIONAL LEADERSHIP DEVELOPMENT INSTITUTES IN TECHNICAL EDUCATION CONDUCTED BY COLORADO STATE UNIVERSITY, OKLAHOMA STATE UNIVERSITY, RUTGERS STATE UNIVERSITY, THE UNIVERSITY OF FLORIDA, AND THE UNIVERSITY OF ILLINOIS AND COORDINATED BY THE CENTER FOR RESEARCH AND LEADERSHIP DEVELOPMENT IN VOCATIONAL AND TECHNICAL EDUCATION AT OHIO STATE UNIVERSITY. THE MATERIAL IS GROUPED INTO 12 AREAS RELATING TO THE NEEDS, RESPONSIBILITIES, ORGANIZATION, AND IMPLEMENTATION OF TECHNICAL EDUCATION. ARTICLES ARE INCLUDED ON (1) THE SKILLS, KNOWLEDGE, AND PROFESSIONAL LEVEL OF TECHNICIANS, (2) THE RELATIONSHIP TO OTHER OCCUPATIONAL FIELDS, (3) THE TYPES, CONTENT, AND ENROLLMENT OF PRESENT TRAINING PROGRAMS, AND (4) AVAILABLE EMPLOYMENT. OTHER ARTICLES SHOW THE RESPONSIBILITIES AND ROLES OF GOVERNMENT AGENCIES, STATE DEPARTMENTS OF EDUCATION, LOCAL BOARDS OF EDUCATION, VOCATIONAL EDUCATORS, ADMINISTRATORS, AND OTHERS IN ESTABLISHING QUALITY PROGRAMS. PROBLEMS AND PRINCIPLES OF CURRICULUM DEVELOPMENT ARE PRESENTED. MATERIAL IS PROVIDED ON FACILITIES AND EQUIPMENT, TEACHER QUALIFICATIONS, FINANCING, AND OTHER TOPICS. *TECHNOLOGY-RESOURCE CENTER FOR

VOCATIONAL-TECHNICAL EDUCATION,* PREPARED BY RUTGERS STATE UNIVERSITY, AND A BIBLIOGRAPHY ON TECHNICAL EDUCATION ARE INCLUDED. THERE ARE TWO SUPPLEMENTARY VOLUMES (VT 002 930 AND VT 002 930). (HC)

ED 012 342

VT 002 996

GUIDANCE COUNSELOR INSTITUTE FOR HEALTH CAREERS (JULY 7-22, 1966).

BY- MORGAN, PHILIP W.

UNITED HOSPITAL FUND OF NEW YORK, N.Y.

REPORT NUMBER BR-6-2009

PUB DATE JUL 66

GRANT OEG-1-6-062209-0713

EDRS PRICE MF-30.36 HC-99.00 225P.

DESCRIPTORS- *EMPLOYMENT OPPORTUNITIES, *HEALTH OCCUPATIONS, *INSTITUTES (TRAINING PROGRAMS), *OCCUPATIONAL GUIDANCE, *RECRUITMENT, COUNSELORS, EDUCATIONAL PROGRAMS, EMPLOYMENT SERVICES, FINANCIAL SUPPORT, GUIDANCE COUNSELING, INSERVICE PROGRAMS, NEW YORK CITY, OCCUPATIONAL INFORMATION, PARAMEDICAL OCCUPATIONS, PROGRAM EVALUATION, SECONDARY SCHOOL COUNSELORS, SPEECHES,

THE INSTITUTE, SPONSORED BY A FEDERATED CHARITY REPRESENTING 78 NONPROFIT VOLUNTARY HOSPITALS IN NEW YORK CITY, WAS ATTENDED BY 48 HIGH SCHOOL AND EMPLOYMENT SERVICE COUNSELORS. THE NEED FOR SUCH INSTITUTES WAS DOCUMENTED BY A PRE-INSTITUTE QUESTIONNAIRE TO LICENSED GUIDANCE COUNSELORS. TO EVALUATE THE INSTITUTE, THE PROFESSIONAL EXAMINATION SERVICE DEVELOPED AND ADMINISTERED THREE PARALLEL EXAMS TO A CONTROL AND AN EXPERIMENTAL GROUP. A COMPLETE SUMMARY OF THE EVALUATIVE TESTING PROGRAM IS INCLUDED. THE PURPOSE OF THE INSTITUTE WAS TO UPDATE VOCATIONAL GUIDANCE PERSONNEL TO THE RANGE OF CAREER OPPORTUNITIES EXISTING IN THE HEALTH FIELD BY (1) PROVIDING CURRENT MATERIALS, (2) CREATING AN AWARENESS OF THE PROBLEMS IN RECRUITING ADEQUATELY TRAINED PERSONNEL, (3) PROVIDING KNOWLEDGE OF THE DIVERSE OPPORTUNITIES AND SATISFACTIONS OF HEALTH CAREERS, (4) DEVELOPING PROCEDURES FOR THE CONTINUING EDUCATION OF GUIDANCE PERSONNEL TO MANPOWER REQUIREMENTS OF THE HEALTH FIELD, AND (5) ASSISTING OTHERS IN PLANNING INSTITUTES. MAJOR SPEECHES PRESENTING MANY OF THE PROBLEMS CONFRONTING THE HEALTH SERVICE INDUSTRY AS WELL AS UP-TO-DATE FACTUAL INFORMATION ON MOST OF THE HEALTH PROFESSIONS, A BIBLIOGRAPHY OF ALL LITERATURE DISTRIBUTED, AND A LIST OF HEALTH CAREER FILMS ARE INCLUDED. (PS)

ED 012 343

VT 003 144

OKLAHOMA VOCATIONAL RESEARCH COORDINATING UNIT.

BY- STEVENSON, WILLIAM

OKLAHOMA STATE UNIV., STILLWATER, AGRIC.-APPL.SCI.

REPORT NUMBER BR-5-0139

PUB DATE 66

CONTRACT OEC-5-85-129

EDRS PRICE MF-30.09 HC-30.80 20P.

DESCRIPTORS- *EDUCATIONAL RESEARCH, *PROGRAM DESCRIPTIONS, *RESEARCH COORDINATING UNITS, *STATE PROGRAMS, *VOCATIONAL EDUCATION, INFORMATION DISSEMINATION, RESEARCH PROJECTS, RESEARCH PROPOSALS, STILLWATER,

ACTIVITIES OF THE OKLAHOMA VOCATIONAL RESEARCH COORDINATING UNIT (RCU) ARE REPORTED FOR THE INITIAL FUNDING PERIOD FROM JULY 15, 1965 TO NOVEMBER 30, 1966. THE OBJECTIVES OF THE UNIT WERE COORDINATING RESEARCH, GENERATING

NEW IDEAS, ASSISTING RESEARCHERS, AND DISSEMINATING RESULTS. AN ADVISORY COMMITTEE CONSISTING OF VOCATIONAL TEACHERS AND BUSINESS REPRESENTATIVES, AND A CONSULTING COMMITTEE REPRESENTING INSTITUTIONS AND AGENCIES WERE ESTABLISHED. LISTED ARE (1) RESEARCH PROJECTS IN PROGRESS FOR EXAMPLE, (DEVELOPMENT OF A CURRICULUM GUIDE IN ELECTROMECHANICAL TECHNOLOGY), (2) PROPOSALS SUBMITTED UNDER PROVISIONS OF SECTION 4(C) OF THE VOCATIONAL EDUCATION ACT OF 1963 (FOR EXAMPLE, A PILOT STUDY FOR GAINFUL EMPLOYMENT IN HOME ECONOMICS), (3) PROPOSALS APPROVED FOR EXAMPLE, (A SUMMER INSTITUTE TO TRAIN DATA PROCESSING TEACHERS), (4) PROPOSALS PENDING (FOR EXAMPLE, PROJECT DEVELOPMENT FOR DISTRIBUTIVE EDUCATION CURRICULUMS), (5) RESEARCH PROJECTS APPROVED THROUGH OTHER AGENCIES (FOR EXAMPLE, SURVEY OF PHYSICAL DISABILITIES), (6) RESEARCH PROJECTS CONDUCTED BY THE RCU (FOR EXAMPLE, FOLLOWUP OF HOME ECONOMICS STUDENTS), AND (7) RESEARCH PROPOSALS BEING PREPARED (FOR EXAMPLE, PARAMEDICAL TEACHER EDUCATION PROGRAM). MANY OF THE LISTINGS ARE ANNOTATED. FINDINGS HAVE BEEN DISSEMINATED THROUGH (1) PUBLICATIONS SUCH AS BROCHURES, NEWSLETTERS, AND SUMMARIES, (2) STATE AND OUT-OF-STATE MEETINGS AND CONFERENCES, AND (3) ORAL REPORTS TO INTERESTED GROUPS. SOME 300 INDIVIDUAL RESEARCHERS HAVE BEEN ASSISTED BY THE RCU. (PS)

ED 012 344

VT 003 146

THE CENTER FOR RESEARCH, DEVELOPMENT, AND TRAINING IN OCCUPATIONAL EDUCATION.

BY- MAYO, SELZ C. COSTER, JOHN K.

NORTH CAROLINA UNIV., RALEIGH, N.C. STATE UNIV.

REPORT NUMBER BR-5-1005

PUB DATE APR 67

CONTRACT OEC-5-85-105

EDRS PRICE MF-30.09 HC-31.64 41P.

DESCRIPTORS- *PROGRAM DESCRIPTIONS, *RESEARCH AND DEVELOPMENT CENTERS, *STATE PROGRAMS, *VOCATIONAL EDUCATION, CONFERENCES, EDUCATIONAL POLICY, EDUCATIONAL RESEARCH, EMPLOYMENT PATTERNS, EMPLOYMENT TRENDS, INSTITUTES (TRAINING PROGRAMS), LEADERSHIP TRAINING, OCCUPATIONAL CHOICE, PROGRAM DEVELOPMENT, PROGRAM EVALUATION, RALEIGH, RESEARCH PROJECTS, SOUTHERN STATES, STAFF UTILIZATION, VOCATIONAL EDUCATION TEACHERS,

THE CENTER WAS ESTABLISHED ON JUNE 1, 1965, UNDER PROVISIONS OF THE VOCATIONAL EDUCATION ACT OF 1963, PUBLIC LAW 88-210. TWO PROGRAMS WERE INITIATED DURING THE CONTRACT PERIOD. THE FIRST INVOLVED RESEARCH AND DEVELOPMENT ON PROBLEMS IN SIX AREAS--(1) OCCUPATIONAL ADJUSTMENTS IN THE SOUTH, (2) SHAPING FLEXIBLE VOCATIONAL BEHAVIOR IN YOUTH, (3) POLICIES AND POLICYMAKING FOR OCCUPATIONAL EDUCATION, (4) PROFESSIONAL PERSONNEL, (5) THE EVALUATION OF OCCUPATIONAL EDUCATION, AND (6) A TOTAL COMMUNITY APPROACH TO OCCUPATIONAL EDUCATION FOR AREAS IN ECONOMIC TRANSITION. THE SECOND WAS A PROGRAM OF CONFERENCES AND SHORT COURSES FOR LAY LEADERS, VOCATIONAL EDUCATION PERSONNEL, AND RESEARCHERS. EIGHT SEMINARS AND CONFERENCES AND TWO TASK FORCE GROUPS TREATED OCCUPATIONAL MOBILITY AND MANPOWER, AND TEACHER EDUCATION AND CURRICULUM PLANNING FOR OCCUPATIONAL EDUCATION. MANPOWER STRENGTH OF THE CENTER WAS THE EQUIVALENT OF 39.5 FULL-TIME PERSONNEL. EXPENDITURES OF FEDERAL FUNDS OVER THE 20-MONTH PERIOD, ENDING JANUARY 31, 1967, TOTALLED \$487,922.83. INTERIM REPORTS WILL BE PUBLISHED IN CENTER RESEARCH MONOGRAPH, CENTER SEMINAR AND CONFERENCE REPORTS, AND CENTER MONOGRAPH.

SERIES. (EN)

ED 012 345

VT 003 147

A STUDY OF THE ASPIRATIONS OF MARRIED WOMEN COLLEGE GRADUATES.

BY- LYON, RHEE

NORTHWESTERN UNIV., EVANSTON, ILL.

REPORT NUMBER BR-5-8357

PUB DATE 10 JAN 67

CONTRACT OEC-3-6-058357-0844

EDRS PRICE MF-\$0.18 HC-\$3.08 77P.

DESCRIPTORS- *ASPIRATION, *COLLEGE GRADUATES, *EMPLOYMENT, *FEMALES, *MARRIAGE, *OCCUPATIONAL CHOICE, AMERICAN ASSOCIATION OF UNIVERSITY WOMEN, ATTITUDES, DEGREES (TITLES), EVANSTON, GRADUATE SURVEYS, INDIVIDUAL CHARACTERISTICS, QUESTIONNAIRES,

THE PURPOSES OF THIS STUDY WERE TO DETERMINE WHAT HAPPENS TO CAREER AMBITIONS AFTER THE COLLEGE GIRL MARRIES, WHETHER INTERESTS AND AMBITIONS CHANGE IN SPECIFIC DIRECTIONS DURING MARRIAGE, AND IN WHAT WAYS MARRIED WOMEN WITH CAREER AMBITIONS DIFFER FROM THOSE WITH NONE. RESPONDENTS TO A FORCED-CHOICE QUESTIONNAIRE WERE 310 MEMBERS OF THE AMERICAN ASSOCIATION OF UNIVERSITY WOMEN 25 TO 45 YEARS OF AGE. THEY WERE CLASSIFIED BY ONE OF FIVE CAREER INTEREST CATEGORIES--NEGATIVE WORKERS, POSITIVE WORKERS, CAREER-ORIENTED HOUSEWIVES, SATISFIED HOUSEWIVES, AND AMBIVALENT HOUSEWIVES. THESE CATEGORIES WERE CONSTRUCTED FROM ANSWERS TO QUESTIONS CONCERNING CURRENT WORK STATUS, IMPORTANCE OF CAREER, STATUS SEEN AS MOST SATISFACTORY NOW AND IN 10 YEARS, AND CURRENT DEGREE OF SATISFACTION. SIGNIFICANT RELATIONSHIPS EXISTED BETWEEN CAREER INTERESTS AND TYPE OF COLLEGE ATTENDED, ACADEMIC DISTINCTION AS AN UNDERGRADUATE, CAREER PLANS AS A SENIOR, POSSESSION OF GRADUATE DEGREE, MARITAL STATUS, AGE, AND COMPARISON OF OWN WITH HUSBAND'S SELF-FULFILLMENT. BOTH PART-TIME AND FULL-TIME RESUMPTION OF EMPLOYMENT WAS POPULAR AS A DESIRED PROJECTED STATUS BUT NOT IN THE HIGHEST PROFESSIONS. MENTAL HEALTH PROFESSIONS, COLLEGE TEACHING, AND EDUCATIONAL SPECIALTIES WERE POPULAR AS "UP-GRADING" CHOICES AND ARTS-GLAMOUR-SERVICE AS IDEAL FIELDS. THE FINDINGS INDICATE THAT IT WILL SOON BECOME CONVENTIONAL FOR MIDDLE-CLASS COLLEGE WOMEN TO RETURN TO WORK AFTER 10 TO 15 YEARS OF MARRIAGE. (MS)

ED 012 346

VT 003 148

PILOT PROGRAM FOR THE EXPANSION OF A STATE RESEARCH COORDINATING UNIT.

BY- ROBERTSON, ALAN G. AND OTHERS

NEW YORK STATE EDUCATION DEPT., ALBANY

REPORT NUMBER BR-5-0101

PUB DATE 67

CONTRACT OEC-5-85-117

EDRS PRICE MF-\$0.09 HC-\$1.72 43P.

DESCRIPTORS- *PROGRAM DESCRIPTIONS, *RESEARCH COORDINATING UNITS, *STATE PROGRAMS, *VOCATIONAL EDUCATION, ALBANY, CONFERENCES, CONSULTANTS, EDUCATIONAL RESEARCH, PROGRAM EVALUATION, RESEARCH PROJECTS, RESEARCH PROPOSALS,

ACTIVITIES OF THE NEW YORK STATE RESEARCH COORDINATING UNIT ARE REPORTED FOR THE FUNDING PERIOD FROM JUNE 1, 1965 TO MARCH 31, 1967. THE PURPOSE OF THE UNIT WAS TO CONDUCT, PROMOTE, EVALUATE, AND DISSEMINATE OCCUPATIONAL EDUCATION

RESEARCH ON AN INTRA- AND INTER-STATE BASIS. IT CONDUCTED TWO IN-HOUSE PROJECTS--ONE TO COMPARE THE EFFECTIVENESS OF MACHINE SHORTHAND WITH MANUAL SHORTHAND AND A SECOND TO STUDY THE FEASIBILITY OF ESTABLISHING A MODEL OCCUPATIONAL INFORMATION DISSEMINATION UNIT. OTHER ACTIVITIES INCLUDED--(1) IDENTIFICATION OF MEANINGFUL CURRICULUMS FOR SLOW LEARNERS IN BUSINESS EDUCATION, (2) THE VALIDATION OF NEWLY DEVELOPED INDUSTRIAL TEACHER TRADE COMPETENCY EXAMINATIONS, (3) IDENTIFICATION OF PROBLEMS AND PATTERNS OF ACHIEVEMENT IN OCCUPATIONAL EDUCATION PROGRAMS AT 2-YEAR COLLEGES, (4) DETERMINATION OF THE OPTIMUM HOURS OF SKILL INSTRUCTION NECESSARY TO ACHIEVE A GIVEN LEVEL OF SKILLS INSTRUCTION IN TRADE, TECHNICAL, BUSINESS, AND DISTRIBUTIVE EDUCATION, AND (5) A STUDY OF PILOT PROGRAMS AND THE DEVELOPMENT OF EVALUATIVE SCALES IN HOME ECONOMICS WAGE EARNING COURSES. PROJECTS SUPPORTED BY FEDERAL FUNDS ARE LISTED. (PS)

ED 012 347

VT 003 149

THE ESTABLISHMENT OF THE STATE RESEARCH COORDINATING UNIT FOR THE STATE OF NEW MEXICO.

BY- SCHRADER, EUGENE BARNES, BILL

NEW MEXICO OCCUPATIONAL RES. AND DEV. COOR. UNIT

REPORT NUMBER BR-5-0103

PUB DATE MAR 67

CONTRACT OE-5-85-119

EDRS PRICE MF-\$0.09 HC-\$0.92 23P.

DESCRIPTORS- *PROGRAM DESCRIPTIONS, *RESEARCH COORDINATING UNITS, *VOCATIONAL EDUCATION, EDUCATIONAL RESEARCH, RESEARCH PROJECTS, RESEARCH PROPOSALS, SANTA FE,

THE FINAL REPORT OF THE FIRST FUNDING PERIOD, JULY 1, 1965 TO FEBRUARY 28, 1967, IS PRESENTED. THE PURPOSES OF THE UNIT WERE (1) WORK WITH THE STATE DEPARTMENT OF EDUCATION RESEARCH DIVISION AND LOCAL EDUCATIONAL INSTITUTIONS IN PROMOTING AND ASSISTING RESEARCH STUDIES AND PROGRAMS CONCERNED WITH OCCUPATIONAL STUDIES, AND (2) WORK WITH THE STATE EMPLOYMENT SECURITY COMMISSION AND THE STATE PLANNING OFFICE IN AN OVERALL PROGRAM FOR IMPROVING AND EXPANDING OF OCCUPATIONAL RESEARCH THROUGHOUT THE STATE. THE UNIT HAS COORDINATED APPROXIMATELY 20 RESEARCH PROJECTS RANGING FROM SIMPLE SURVEYS TO RESEARCH REQUIRING ADVANCED STATISTICAL ANALYSIS. THE APPENDIX CONTAINS SUMMARIES OF RESEARCH ACTIVITIES--(1) COMPLETED, WHICH INCLUDE VOCATIONAL CORE PROGRAM, STATE VOCATIONAL SURVEY, LOCATING AREA VOCATIONAL SCHOOLS, AND VOCATIONAL EDUCATION IN NEW MEXICO, (2) UNDERWAY, WHICH INCLUDE MOBILE LABORATORIES, TRADE AND INDUSTRIAL EDUCATION PROJECT, AND VOCATIONAL EVALUATION PROJECT, AND (3) PROPOSED, WHICH INCLUDE TAPE RECORDED OCCUPATIONAL INFORMATION, MANPOWER FOLLOWUP STUDY, AND DISTRIBUTIVE EDUCATION IN DEXTER-HAGERMAN SCHOOLS. (NC)

ED 012 348

VT 003 150

SUMMER PROGRAM FOR UPDATING THE TECHNICAL COMPETENCY OF TEACHERS OF INDUSTRIAL SUBJECTS. FINAL REPORT.

BY- BOHN, RALPH C.

SAN JOSE STATE COLL., CALIF.

REPORT NUMBER BR-6-1423

PUB DATE 67

GRANT OEC-4-6-000538-0588

EDRS PRICE MF-\$0.54 HC-\$14.44 361P.

DESCRIPTORS- *AUTOMATION, *CYBERNETICS, *DEMONSTRATION

PROGRAMS, *INDUSTRIAL EDUCATION, *INSTITUTES (TRAINING PROGRAMS), COOPERATIVE PROGRAMS, FIELD EXPERIENCE PROGRAMS, FOLLOWUP STUDIES, HIGH SCHOOLS, INDUSTRY, INSERVICE PROGRAMS, INSERVICE TEACHER EDUCATION, INSTRUCTIONAL MATERIALS, INTERDISCIPLINARY APPROACH, PROGRAM EVALUATION, SAN JOSE, SUMMER WORKSHOPS, TEACHER IMPROVEMENT, TEACHER WORKSHOPS, TECHNICAL EDUCATION, TRADE AND INDUSTRIAL TEACHERS,

STUDENTS OF THE INSERVICE PROGRAM WERE 96 INDUSTRIAL EDUCATION TEACHERS FROM THE AREAS OF AUTO AND POWER, DRAFTING, ELECTRONICS, AND METALS WHO WERE SELECTED FROM 576 APPLICANTS. OBJECTIVES WERE TO (1) DEVELOP MODELS FOR INDUSTRY-SCHOOL COOPERATIVE PROGRAMS, (2) INTEGRATE INSTRUCTION ON INDUSTRIAL MATERIALS, CYBERNETICS, AND AUTOMATION INTO THE FOUR MODELS, (3) EVALUATE THE EFFECTIVENESS AND FEASIBILITY OF OBJECTIVES 1 AND 2, (4) EVALUATE THE EFFECTIVENESS OF INSERVICE EDUCATION IN CHANGING AND IMPROVING CURRICULUM AND INSTRUCTIONAL MATERIALS, AND (5) DISSEMINATE A REPORT WHICH WOULD PERMIT THE DUPLICATION OF EFFECTIVE PARTS OF THE MODEL PROGRAMS. STUDY TRIPS AND SHORT-TERM WORK EXPERIENCE PROVIDED INDUSTRIAL EXPERIENCE. PARTICIPANTS WERE SENT TO APPROPRIATE INDUSTRIAL SCHOOLS AND STAFF AND EQUIPMENT WERE BROUGHT TO THE CAMPUS. A SPECIAL INDUSTRIAL MATERIALS LABORATORY WAS USED BY THE FOUR INSTRUCTIONAL PROGRAMS--AUTOMOTIVE AND POWER, INDUSTRIAL DRAFTING, ELECTRICITY AND ELECTRONICS, AND METALS TECHNOLOGY. FOLLOWUP EVALUATION SHOWED (1) 91 PARTICIPANTS INAUGURATED 26 NEW COURSES AND 321 NEW UNITS, (2) 62 HAD EQUIPMENT BUDGET REQUESTS OF \$500 OR MORE, (3) 38 SCHOOLS WERE USING INSTITUTE MATERIALS, AND (4) 31 SIMILAR WORKSHOPS WERE REPORTED FOLLOWING THE INSTITUTE. (EN)

1944, 1945, 1946

1944, 1945, 1946, 1947, 1948, 1949, 1950, 1951, 1952, 1953, 1954, 1955, 1956, 1957, 1958, 1959, 1960, 1961, 1962, 1963, 1964, 1965, 1966, 1967, 1968, 1969, 1970, 1971, 1972, 1973, 1974, 1975, 1976, 1977, 1978, 1979, 1980, 1981, 1982, 1983, 1984, 1985, 1986, 1987, 1988, 1989, 1990, 1991, 1992, 1993, 1994, 1995, 1996, 1997, 1998, 1999, 2000, 2001, 2002, 2003, 2004, 2005, 2006, 2007, 2008, 2009, 2010, 2011, 2012, 2013, 2014, 2015, 2016, 2017, 2018, 2019, 2020, 2021, 2022, 2023, 2024, 2025

1944, 1945, 1946

1944, 1945, 1946, 1947, 1948, 1949, 1950, 1951, 1952, 1953, 1954, 1955, 1956, 1957, 1958, 1959, 1960, 1961, 1962, 1963, 1964, 1965, 1966, 1967, 1968, 1969, 1970, 1971, 1972, 1973, 1974, 1975, 1976, 1977, 1978, 1979, 1980, 1981, 1982, 1983, 1984, 1985, 1986, 1987, 1988, 1989, 1990, 1991, 1992, 1993, 1994, 1995, 1996, 1997, 1998, 1999, 2000, 2001, 2002, 2003, 2004, 2005, 2006, 2007, 2008, 2009, 2010, 2011, 2012, 2013, 2014, 2015, 2016, 2017, 2018, 2019, 2020, 2021, 2022, 2023, 2024, 2025

AUTHOR INDEX

1944, 1945, 1946, 1947, 1948, 1949, 1950, 1951, 1952, 1953, 1954, 1955, 1956, 1957, 1958, 1959, 1960, 1961, 1962, 1963, 1964, 1965, 1966, 1967, 1968, 1969, 1970, 1971, 1972, 1973, 1974, 1975, 1976, 1977, 1978, 1979, 1980, 1981, 1982, 1983, 1984, 1985, 1986, 1987, 1988, 1989, 1990, 1991, 1992, 1993, 1994, 1995, 1996, 1997, 1998, 1999, 2000, 2001, 2002, 2003, 2004, 2005, 2006, 2007, 2008, 2009, 2010, 2011, 2012, 2013, 2014, 2015, 2016, 2017, 2018, 2019, 2020, 2021, 2022, 2023, 2024, 2025

1944, 1945, 1946, 1947, 1948, 1949, 1950, 1951, 1952, 1953, 1954, 1955, 1956, 1957, 1958, 1959, 1960, 1961, 1962, 1963, 1964, 1965, 1966, 1967, 1968, 1969, 1970, 1971, 1972, 1973, 1974, 1975, 1976, 1977, 1978, 1979, 1980, 1981, 1982, 1983, 1984, 1985, 1986, 1987, 1988, 1989, 1990, 1991, 1992, 1993, 1994, 1995, 1996, 1997, 1998, 1999, 2000, 2001, 2002, 2003, 2004, 2005, 2006, 2007, 2008, 2009, 2010, 2011, 2012, 2013, 2014, 2015, 2016, 2017, 2018, 2019, 2020, 2021, 2022, 2023, 2024, 2025

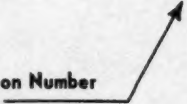
This index lists reports under the name(s) of their author(s). The index is arranged in alphabetical order by the person's last name.

As shown in the example below, the accession number is displayed below and to the right of the title. Additional information about the report can be found under that number in the resume section.

ASH, PHILIP

OPTIMUM PHYSICAL VIEWING CONDITIONS FOR A REAR
PROJECTION DAYLIGHT SCREEN, A STUDY OF THE
CRP-231 ED 000 000

Accession Number



- ADAMS, EFFIE KAYE
READING PERFORMANCE OF ELEMENTARY STUDENT TEACHERS IN A
DEVELOPING INSTITUTION.
ED 012 213
- ANDON, EDMUND
IMPROVING THE LANGUAGE SKILLS OF "DEPRIVED" TEACHERS.
ED 012 262
- TEACHER PERCEPTIONS OF SUPERVISOR-TEACHER INTERACTION.
ED 012 099
- ANDERSON, GEORGE
PRE-CANE MOBILITY AND ORIENTATION SKILLS FOR THE BLIND,
CURRICULUM GUIDE.
ED 012 135
- ANDERSON, THOMAS B.
CONGRUENCE OF SELF AND IDEAL-SELF AND OCCUPATIONAL CHOICES.
ED 012 174
- ANNAS, PHILIP A.
GUIDE TO ASSESSMENT AND EVALUATION PROCEDURES, THE NEW
ENGLAND EDUCATIONAL PROJECT.
ED 012 087
- ANNEAR, SANDRA S.
ENGLISH AND MANDARIN CHINESE--DEFINITE AND INDEFINITE
DETERMINERS AND MODIFYING CLAUSE STRUCTURES.
POLA-11-1
ED 012 007
- ORDERING OF PRE-NOMINAL MODIFIERS IN ENGLISH.,THE
POLA-8-3
ED 012 005
- ARMSTRONG, CHARLES M.
DEVELOPMENT AND TESTING OF INSTRUMENTS AND PROCEDURES FOR A
STUDY OF STUDENT SELECTION PRACTICES IN TECHNICAL EDUCATION
PROGRAMS.,THE
BR-6-8255
ED 011 972
- PREJUDGING THE SUCCESS OF AN EXPERIMENTAL PROJECT.
ED 012 265
- ARMSTRONG, JENNY R.
THEORETICAL MODEL FOR RESEARCH IN EDUCATION.,A
ED 012 256
- ARNSTEIN, GEORGE E.
DESIGN FOR AN ACADEMIC MATCHING SERVICE.
ED 012 108
- ASTIN, ALEXANDER W.
RESEARCH FINDINGS ON THE ACADEMIC ADMINISTRATION INTERNSHIP
PROGRAM.
ED 012 101
- AYRAULT, EVELYN WEST
YOU CAN RAISE YOUR HANDICAPPED CHILD.
ED 012 122
- BACHMAN, JERALD G.
BLUEPRINT FOR A NATIONWIDE LONGITUDINAL STUDY OF ADOLESCENT
BOYS, INTERIM REPORT.
VVP-1
ED 012 068
- BADAL, ALDEN W.
EVALUATION REPORT--ESEA PROGRAM OF COMPENSATORY EDUCATION.
ABSTRACT.
ED 012 277
- BADGER, C. R.
ADULT EDUCATION AND THE AUSTRALIAN UNIVERSITIES.
ED 011 983
- BAILEY, DON C.
GLOSSARY OF JAPANESE NEOLOGISMS.,A
ED 012 028
- BAKER, FRANK B.
CASE--A PROGRAM FOR SIMULATION OF CONCEPT LEARNING.
BR-5-0216-11
ED 011 951
- BAKER, RICHARD A.
STUDY OF THE EDUCATIONAL NEEDS FOR WORKERS ENGAGED IN
OCCUPATIONS IN OFF-FARM AGRICULTURAL BUSINESSES IN
ALABAMA.,A
ED 012 297
- BARGER, BEN
EDUCATIONAL ATTAINMENT OF PARENTS AS RELATED TO STUDENTS'
FEELINGS ABOUT SELF AND FAMILY.
MHP-BULL-33
ED 012 080
- PREVENTIVE ACTION IN COLLEGE MENTAL HEALTH.
ED 012 070
- BARNARD, J. DARRELL
RETHINKING SCIENCE EDUCATION, THE FIFTY-NINTH YEARBOOK OF
THE NATIONAL SOCIETY FOR THE STUDY OF EDUCATION, PART 1.
ED 012 233
- BARNES, BILL
ESTABLISHMENT OF THE STATE RESEARCH COORDINATING UNIT FOR
THE STATE OF NEW MEXICO.,THE
BR-5-0103
ED 012 347
- BARSON, JOHN
PROCEDURAL AND COST ANALYSIS STUDY OF MEDIA IN INSTRUCTIONAL
SYSTEMS DEVELOPMENT, PARTS A AND B.,A
BR-5-0990-PT-A-B
ED 011 959
- BARWICK, RALPH P.
SURVEY OF DEPARTMENTS OF VOCATIONAL AGRICULTURE IN DELAWARE
TO ASCERTAIN THE EMPHASIS BEING GIVEN TO THE AREAS OF
ORNAMENTAL HORTICULTURE, FLORICULTURE, AND TURF IN THE
COURSE OF STUDY AND THE PHYSICAL FACILITIES AVAILABLE.,A
DU-AG-ED-PUB-2
ED 012 303
- BEAUMONT, JOHN A.
CIVIL TECHNOLOGY, HIGHWAY AND STRUCTURAL OPTIONS, A
SUGGESTED 2-YEAR POST HIGH SCHOOL CURRICULUM. TECHNICAL
EDUCATION PROGRAM SERIES, NUMBER 8.
OE-80041
ED 012 330

- BENDEN, JACK F.
COMPREHENSIVE EVALUATIVE TECHNIQUES FOR THE CHILD WITH A
CLEFT PALATE.
ED 012 134
- BERG, J. ROBERT
ANNOTATED BIBLIOGRAPHY OF GEOLOGICAL EDUCATION.
ED 012 248
- BERUMEN, ALFREDO
NOTES ON SPANISH INTONATION.
ED 012 149
- BESVINICK, SIDNEY L.
MELBOURNE HIGH SCHOOL PILOT STUDY.
CRP-5-412
ED 011 968
- BETANCOURT, ETHEL RIOS DE
LOS COLEGIOS REGIONALES, OPORTUNIDADES DE ESTUDIO EN
INSTITUCIONES DE NIVEL UNIVERSITARIO. (THE REGIONAL
COLLEGES, OPPORTUNITIES FOR STUDY IN UNIVERSITY LEVEL
INSTITUTIONS).
ED 012 173
- BIEMILLER, ANDREW J.
CONTINGENT VERSUS NON-CONTINGENT SPELLING PATTERNS. STUDIES
OF ORAL READING, III. PRELIMINARY DRAFT.
BR-5-D617-7
ED 011 954
- PRONOUNCEABILITY. STUDIES OF ORAL READING, II.
BR-5-D617-6
ED 011 953
- WORDS VS. PSEUDO WORDS. STUDIES OF ORAL READING, I.
BR-5-D617-5
ED 011 952
- BITTNER, ELLADEAN HAYS
EMPLOYMENT OPPORTUNITIES FOR WOMEN IN ALASKA, A COLLECTION
OF DATA PERTAINING TO KNOWLEDGE AND SKILLS OF HOME ECONOMICS
AND HOW THESE CONTRIBUTE TO WAGE-EARNING OCCUPATIONS.
ED 012 304
- BLACK, MILLARD H.
TEACHING THE EDUCABLE MENTALLY RETARDED CHILD TO READ.
LACS-1B-EC-106
ED 012 230
- BLUMBERG, ARTHUR
TEACHER PERCEPTIONS OF SUPERVISOR-TEACHER INTERACTION.
ED 012 099
- BOHN, RALPH C.
SUMMER PROGRAM FOR UPDATING THE TECHNICAL COMPETENCY OF
TEACHERS OF INDUSTRIAL SUBJECTS. FINAL REPORT.
BR-6-1423
ED 012 348
- BORDEN, CHARLES
ENGLISH IN DEPTH, A PROMISING PRACTICE DEVELOPED BY THE
WELLS HIGH SCHOOL.
ED 012 198
- BOTTOMS, JAMES E.
RESEARCH PROBLEMS IN VOCATIONAL EDUCATION, CONFERENCE REPORT
OF THE GEORGIA RCU ADVISORY COMMITTEE. (CLARKSTON, OCTOBER
21, 1966).
ED 012 334
- BOWSER, VIVIAN R.
BALTIMORE, MARYLAND, CHANGE AND CONTRAST--THE CHILDREN AND
THE PUBLIC SCHOOLS. REPORT OF AN INVESTIGATION.
ED 012 094
- BOYAN, NORMAN J.
EMERGENT ROLES OF THE TEACHER AND THE AUTHORITY STRUCTURE OF
THE SCHOOL., THE
BR-5-D252-3
ED 011 937
- BOYLES, GARY E.
REPORT ON DROP-OUTS FROM NORTH DAKOTA PUBLIC HIGH SCHOOLS., A
NDU-RR-1
ED 012 332
- BREGA, EVELYN
COMPARISON OF PERFORMANCE BY "FLES" PROGRAM STUDENTS AND
REGULAR FRENCH III STUDENTS ON MODERN LANGUAGE ASSOCIATION
TESTS.
ED 012 145
- BRISLEY, LEONARD
EVALUATIVE CRITERIA FOR MODERN FOREIGN LANGUAGE TEACHING.
ED 012 157
- BROOKOVER, WILBUR B.
SOCIAL FACTORS IN THE ADOPTION OF NEW TEACHING-LEARNING
TECHNIQUES IN THE ELEMENTARY SCHOOL. ACCEPTANCE OF NEW
EDUCATION PRACTICES BY ELEMENTARY SCHOOL TEACHERS.
ER-33
ED 011 958
- BROTZHAN, ROBERT
PROGRESS REPORT ON MANDARIN TONE STUDY.
POLA-8-1
ED 012 003
- BROUDY, H.S.
CONTINUING SEARCH FOR CRITERIA., THE
AACTE-PAPER-3
ED 012 257
- BROWN, JAMES I.
RATIONALE OF A NEW VISUAL LINGUISTIC APPROACH., THE
ED 012 224
- BROWN, ROBERT M.
CUE, ENGLISH HUMANITIES MEDIA GUIDE.
ED 012 199
- CUE, SOCIAL STUDIES HUMANITIES MEDIA GUIDE.
ED 012 200
- BRUNETTI, FRANK
ANNOTATED BIBLIOGRAPHY FOR VOCATIONAL-TECHNICAL EDUCATION,
1966.
ED 012 319
- BRYAN, MIRIAM M.
TESTS WITH A NEW LOOK AND A NEW PURPOSE--THE MLA COOPERATIVE
FOREIGN LANGUAGE TESTS.
ED 012 154

BURGENER, V.E. ILLINOIS VOCATIONAL EDUCATION OCCUPATIONAL RESEARCH AND DEVELOPMENT COORDINATING UNIT FINAL REPORT. BR-6-3030	ED 011 981	COCKCROFT, JOHN HIGHER EDUCATION AND THE DEMAND FOR SCIENTIFIC MANPOWER IN THE UNITED STATES, OECD REVIEWS OF NATIONAL POLICIES FOR SCIENCE AND EDUCATION.	ED 012 339 ED 012 240
BUSKEY, JOHN H. DOCTORATE IN ADULT EDUCATION, 1935-1965.,THE	ED 011 994	COHEN, A. ADULT EDUCATION IN METROPOLITAN TORONTO, A SITUATION REPORT.	ED 011 999
CALDWELL, GENELLE CRITERIA FOR SELECTING PROGRAMS OF FOREIGN STUDY AND TRAVEL ABROAD FOR HIGH SCHOOL STUDENTS OF THE STATE OF DELAWARE.	ED 012 161	COLEMAN, JAMES S. EQUALITY OF EDUCATIONAL OPPORTUNITY. OE-38001	ED 012 275
CAPPELLO, JOSEPH F. EMPLOYMENT ORIENTATION AND RELATED FIELDS, A CURRICULUM GUIDE. FOR TEACHERS OF HIGH SCHOOL AGE EDUCABLES.	ED 012 123	COLETTE, SISTER M. RESEARCH ABSTRACTS, VOLUME VIII.	ED 012 221
CARDNER, JEAN R. NDEA INSTITUTE FOR THE ADVANCED STUDY OF FRENCH LITERATURE AND CULTURE (UNIVERSITY OF MICHIGAN, JUNE 13 TO JULY 23, 1966). FINAL TECHNICAL REPORT.	ED 012 155	RESEARCH ABSTRACTS, VOLUME VII.	ED 012 222
CARSON, ESTHER TRAINING THE CUSTODIAN'S ASSISTANT.	ED 012 121	RESEARCH ABSTRACTS, VOLUME VI.	ED 012 218
CARSON, J. O. COMPARATIVE ANALYSIS OF THE JUNIOR COLLEGE DEAN'S LEADERSHIP BEHAVIOR.,A	ED 012 175	COLLINS, CHARLES C. STRUCTURE AS A DETERMINANT OF DEMOCRATIC ADMINISTRATION.	ED 012 172
CARSTENS, JERALD SURVEY OF SPEECH EDUCATION IN NORTHWESTERN WISCONSIN HIGH SCHOOLS.,A	ED 012 190	CONLISK, JOHN DETERMINANTS OF SCHOOL ENROLLMENT AND SCHOOL PERFORMANCE.	ED 012 091
CATON, JAY EXTENDED SUMMER PROGRAM, A TWO YEAR SUMMARY.,THE	ED 012 263	CONTRERAS, HELES SPANISH SANDHI AND BINARY FEATURES.	ED 012 013
CLARK, MARILYN PILOT BASIC EDUCATION PROGRAM FOR SCHOOL DROPOUTS INCORPORATING A TOKEN REINFORCEMENT SYSTEM.,A	ED 012 203	COSTER, JOHN K. CENTER FOR RESEARCH, DEVELOPMENT, AND TRAINING IN OCCUPATIONAL EDUCATION.,THE BR-5-1005	ED 012 344
CLARK, RAYMOND M. VOCATIONAL COMPETENCIES NEEDED FOR EMPLOYMENT IN THE FEED INDUSTRY, A REPORT OF RESEARCH SUPPORTED BY THE MICHIGAN STATE ALL-UNIVERSITY RESEARCH FUND, 1963-64. ER-22	ED 012 299	COTRELL, C.J. COMPILATION OF TECHNICAL EDUCATION INSTRUCTIONAL MATERIALS. SUPPLEMENT I, NEW AND REVISED INFORMATIONAL RESOURCES.	ED 012 340
CLEARY, ROBERT REPORT ON EVALUATION OF PILOT CIVICS INSTITUTES, NDEA 1966.	ED 012 272	COVEY, CATHERINE READING MANUAL, A GUIDEBOOK FOR ILLINOIS WORKSHOPS IN READING REMEDIATION.	ED 012 216
COBB, RICHARD A. EMPLOYMENT OPPORTUNITIES IN NEW MEXICO AND WEST TEXAS FOR GRADUATES OF A TWO-YEAR PROGRAM IN APPLIED HORTICULTURE AND AGRICULTURAL MACHINERY.		CREAGER, JOHN A. EVALUATION AND SELECTION IN THE 1966-67 ACADEMIC ADMINISTRATION INTERNSHIP PROGRAM. ACE-RR-VOL-1-NO-3	ED 012 093
		CRITTENDEN, JOHN MELBOURNE HIGH SCHOOL PILOT STUDY. CRP-5-412	ED 011 968

- CURRAN, ROBERT L.
WAR ON POVERTY AND THE SOCIAL ORIGINS AND TRAINING OF
EDUCATION STUDENTS.,THE
ED 012 292
- CURRY, ROBERT L.
ADULT LITERACY--PROGRESS AND PROBLEMS.
ED 012 215
- CUSHMAN, HAROLD R.
STUDY OF OFF-FARM AGRICULTURAL OCCUPATIONS IN NEW YORK
STATE.,A
ED 012 302
- CUZON DU REST, LUCY
PROCEEDINGS OF THE 1964 ANNUAL MEETING OF THE AMERICAN
ASSOCIATION OF COLLEGES FOR TEACHER EDUCATION, FREEDOM WITH
RESPONSIBILITY IN TEACHER EDUCATION, 17TH YEARBOOK (CHICAGO,
1964).
ED 012 258
- DANIELSON, RICHARD H.
WORK-STUDY FOR SLOW LEARNERS IN OHIO, SELECTED TRAINING
MATERIALS FOR USE IN OHIO INSTITUTES ON WORK-STUDY PROGRAMS.
ED 012 112
- DARLINGTON, RICHARD B.
EVALUATING THE USE OF ASSESSMENT PROCEDURES DEVELOPED IN ONE
SCHOOL IN OTHER SCHOOLS.
BR-5-0607
ED 012 064
- DAUTERMAN, WILLIAM L.
STANFORD-OWAKI-KOHS TACTILE BLOCK DESIGN INTELLIGENCE TEST
FOR THE BLIND. PART ONE-FINAL REPORT.
ED 012 119
- DAVIES, MARGARITA
SURVEY OF THE STATUS OF THE TEACHING PROFESSION IN THE
AMERICAS.
ED 012 260
- DAVIS, LOWERY H.
SUPERVISING OCCUPATIONAL EXPERIENCE PROGRAMS, A SPECIAL
CONFERENCE REPORT.
RIS-7
ED 012 309
- DEERING, ALBERT R.
HOMEWORK HELPER TUTOR MANUAL.,THE
ED 012 278
- DEGABRIELE, EUGENE
HANDBOOK ON ADULT EDUCATION IN CALIFORNIA.
ED 011 986
- DELATTRE, PIERRE
COMPARISON OF SYLLABLE LENGTH CONDITIONING AMONG
LANGUAGES.,A
ED 012 147
- DENTLER, ROBERT A.
PUBLIC SCHOOL SEGREGATION AND RELATED POPULATION
CHARACTERISTICS OF BUFFALO, NEW YORK.
ED 012 100
- DONALDSON, ROBERT R.
SCIENCE FOR THE ACADEMICALLY TALENTED STUDENT IN THE
SECONDARY SCHOOL, REPORT OF A CONFERENCE SPONSORED JOINTLY
BY THE NATIONAL EDUCATION ASSOCIATION PROJECT ON THE
ACADEMICALLY TALENTED STUDENT AND THE NATIONAL SCIENCE
TEACHERS ASSOCIATION.
ED 012 246
- DONOGHUE, MILDRED R.
WHAT RESEARCH TELLS US ABOUT THE EFFECTS OF FLES.
ED 012 156
- DRAKE, JAMES W.
EDUCATIONAL ATTAINMENT OF JOBBEERS REGISTERED FOR
EMPLOYMENT WITH THE OHIO STATE EMPLOYMENT SERVICE, APRIL 25,
1965.
ED 012 298
- DREIKURS, RUDOLF
TELEANALYTIC APPROACH TO GROUP COUNSELING.,THE
ED 012 063
- DRESSEL, PAUL L.
COMPARISON OF THE COMMUTING AND NON-COMMUTING STUDENT.,A
BR-5-8185
ED 011 967
- DREWS, ELIZABETH M.
STUDY OF NON-INTELLECTUAL FACTORS IN SUPERIOR (AVERAGE AND
SLOW) HIGH SCHOOL STUDENTS. THE CREATIVE INTELLECTUAL STYLE
IN GIFTED ADOLESCENTS. MOTIVATION TO LEARN--ATTITUDES,
INTERESTS AND VALUES.,A
BR-5-0460
ED 011 979
- DREYFUS, LEE S.
CLOSING THE GAP - RESEARCH AND PRACTICE.
BR-5-0216-8
ED 011 949
- ONE ROOM SATELLITE.,THE
BR-5-0216-6
ED 011 947
- DUBOIS, PHILIP H.
TEST OF ADULT COLLEGE APTITUDE (TACA). MANUAL FOR
ADMINISTRATION, SCORING AND INTERPRETATION.
ED 011 985
- DUMON, DOROTHY
EVALUATIVE CRITERIA FOR MODERN FOREIGN LANGUAGE TEACHING.
ED 012 157
- DUIS, HAROLD F.
FARM BUSINESS ANALYSIS, GUIDELINES FOR A SUGGESTED PROGRAM
IN FARM MANAGEMENT.
OE-81010
ED 012 323
- DUNHAM, ARTHUR
TYPES OF JOBS IN COMMUNITY DEVELOPMENTS, SUMMARY OF A REPORT
OF A RECONNAISSANCE STUDY MADE UNDER THE AUSPICES OF THE
DEPARTMENT OF COMMUNITY DEVELOPMENT, UNIVERSITY OF MISSOURI,
1965.
ED 011 987

AUTHOR INDEX

PAGE 5

- | | | | |
|---|------------|--|------------|
| EDINGTON, EVERETT D.
STUDY OF THE EFFECT OF SELECTED CHARACTERISTICS IN FARM
MECHANICS RETRAINING SCHOOLS UNDER THE AREA REDEVELOPMENT
ACT IN OKLAHOMA.,A
RS-4 | ED 012 300 | CSEIP-TR-2 | ED 012 273 |
| ELLIOTT, DALE E.
INTERROGATION IN ENGLISH AND MANDARIN CHINESE.
POLA-11-2 | ED 012 008 | FIELDS, RALPH R.
COMMUNITY COLLEGES IN PENNSYLVANIA, A REPORT TO THE STATE
BOARD OF EDUCATION. | ED 012 179 |
| EMERSON, LYNN
COMPILATION OF TECHNICAL EDUCATION MATERIALS. | ED 012 341 | FILLMORE, CHARLES J.
NOTION OF "EQUIVALENT SENTENCE STRUCTURE.",ON THE
POLA-11-3 | ED 012 009 |
| EMERSON, WILLIAM J.
EDP AND THE SCHOOL ADMINISTRATOR. | ED 012 093 | TOWARD A MODERN THEORY OF CASE.
POLA-13-1 | ED 012 010 |
| EMERY, JOHN R.
STANDARD VERSUS INDIVIDUALIZED HIERARCHIES IN
DESENSITIZATION TO REDUCE TEST ANXIETY. | ED 012 073 | FINCHER, CAMERON
PLANNING IN HIGHER EDUCATION. | ED 012 090 |
| ENINGER, MAX U.
PROCESS AND PRODUCT OF T AND I HIGH SCHOOL LEVEL VOCATIONAL
EDUCATION IN THE UNITED STATES, THE PRODUCT.,THE | ED 012 315 | STUDENTS SEEKING TRANSFER FROM JUNIOR COLLEGES IN GEORGIA. | ED 012 181 |
| ERICKSEN, GERALD L.
STUDY OF THE EFFECTS OF EXPERIMENTAL PROGRAMS ON PUPIL
ACHIEVEMENT OBSERVED DURING FIRST THREE YEARS OF THE
PROJECT, SECONDARY MATHEMATICS EVALUATION PROJECT. INTERIM
REPORT.,A
MNL-TR-66-4 | ED 011 977 | FISHBACK, WOODSON W.
FOREIGN LANGUAGE IN ELEMENTARY SCHOOLS.
BULL-C-10 | ED 012 162 |
| ESBJORNSON, ROBERT R.
HOSPITAL CLASSES FOR THE PHYSICALLY HANDICAPPED. | ED 012 137 | FISHMAN, JACOB R.
IMPACT OF THE UPO DEMONSTRATION PROGRAM ON A SELECTED GROUP
OF CARDOZO AREA YOUTH--A STUDY OF JUVENILE DELINQUENCY
PREVENTION. SECOND YEAR REPORT--1965-66.,THE | ED 012 294 |
| EVANS, DON F.
CURRICULUM GUIDE--TRAINABLE RETARDED.
CURR-BULL-132 | ED 012 116 | NET IMPACT OF THE CARDOZO AREA DEMONSTRATION PROGRAM,
1964-1965. FIRST YEAR REPORT.,THE | ED 012 295 |
| EVERETT, AARON B.
SYLLABUS FOR FRENCH I, II, III. NEW PROGRAM. | ED 012 159 | FORD, BOYCE L.
MONOGRAPHS IN A SEMANTIC CONTEXT. STUDIES IN ORAL READINGS,
VII. PRELIMINARY DRAFT.
BR-5-1213-7 | ED 011 996 |
| TRY "CUSTOM FRENCH" - WE DID. | ED 012 153 | FORD, PAUL
REMOTE HIGH SCHOOLS--THE REALITIES. | ED 012 206 |
| EYMAN, ELEANOR G.
PERIODICALS AUTOMATION AT MIAMI-DADE JUNIOR COLLEGE. | ED 012 176 | FREEDMAN, MARCIA K.
SOME ASPECTS OF URBAN PROGRAMMING FOR RURAL IN-MIGRANT
YOUTH. | ED 012 207 |
| FELDMAN, DAVID N.
TEACHERS' INTERACTIONS WITH BOYS AND WITH GIRLS.
BR-5-0252-1 | ED 011 935 | PREY, ROGER M.
HIGH SCHOOL WORK-STUDY PROGRAM FOR MENTALLY SUBNORMAL
STUDENTS.,A | ED 012 136 |
| FESHBACH, NORMA D.
VARIATIONS IN TEACHERS' REINFORCEMENT STYLE AND IMITATIVE
BEHAVIOR OF CHILDREN DIFFERING IN PERSONALITY
CHARACTERISTICS AND SOCIAL BACKGROUND. | | FRUSH, WILLARD
GUIDANCE FOR THE EXPLORATORY YEARS, REPORT OF THE ANNUAL ALL
OHIO JR. HIGH SCHOOL GUIDANCE CONFERENCE (5TH, WEST
CARROLLTON, APRIL 28, 1967). | ED 012 098 |

- GAGE, N.L.
ANALYTICAL APPROACH TO RESEARCH ON INSTRUCTIONAL METHODS.,AN
BR-5-0232-2 ED 011 936
- PSYCHOLOGICAL CONCEPTIONS OF TEACHING.
BR-5-0232-5 ED 011 939
- GAGNE, ROBERT
PSYCHOLOGICAL BASES OF SCIENCE--A PROCESS APPROACH.,THE
AAAS-MISC-PUB-65-8 ED 012 236
- GARDINER, GLENN N.
CATALOG OF AUTHORIZED SUBJECTS FOR ADULT SCHOOLS, GRADUATION
REQUIREMENTS AND CURRICULA (1966-67 REVISION). ED 012 002
- GARRISON, ROGER H.
JUNIOR COLLEGE FACULTY--ISSUES AND PROBLEMS, A PRELIMINARY
NATIONAL APPRAISAL. ED 012 177
- GIBSON, E. DANA
AUDIO-VISUAL AIDS FOR AUTOMATION.
BOOK-7-1 ED 012 306
- GIBSON, ELEANOR J.
PERCEPTUAL LEARNING IN EDUCATIONAL SITUATIONS.
BR-5-1213 ED 011 955
- GINGLEND, DAVID
DAY CAMPING FOR THE MENTALLY RETARDED.
ED 012 115
- GLADNEY, MARILYN B.
COMPARISON OF TERMINAL WITH COLLEGE PARALLEL FEMALES AT
GEORGIA SOUTHWESTERN COLLEGE.,A
US6-RB-4-66 ED 012 170
- PREDICTING GRADES FROM BELOW CHANCE TEST SCORES.
US6-RB-3-66 ED 012 002
- GONEEN, ROYAL L.
DEVELOPMENT AND EVALUATION OF THREE TYPES OF PHYSICAL
EDUCATION PROGRAMS FOR EDUCABLE MENTALLY RETARDED BOYS.
FINAL REPORT.,THE
BR-6-8054 ED 012 141
- GOINS, ALVIN E.
PROBLEMS IN THE MEASUREMENT AND ASSESSMENT OF SOCIAL
MATURITY IN THE AMERICAN ADOLESCENT. ED 012 086
- GOLDBERG, F.B.
PROGRAMS AND PROSPECTS FOR OUT-OF-SCHOOL YOUTH--SCHOOL
DROPOUTS AND HIGH-SCHOOL GRADUATES. ED 012 296
- GOLDBERG, MIRIAM L.
ADAPTING TEACHER STYLE TO PUPIL DIFFERENCES--TEACHERS FOR
DISADVANTAGED CHILDREN. ED 012 274
- GOLDSTEIN, EDWARD
SELECTIVE AUDIO-VISUAL INSTRUCTION FOR MENTALLY RETARDED
PUPILS. ED 012 118
- GOODLAD, JOHN I.
CHANGING SCHOOL CURRICULUM.,THE ED 012 247
- GOODSON, MAX R.
REVIEW AND PROSPECTUS, FIRST ANNUAL REPORT OF THE RESEARCH
AND DEVELOPMENT CENTER FOR LEARNING AND RE-EDUCATION.
BR-5-0216-1 ED 011 943
- GORMAN, ROBERT E.
GUIDANCE PROJECT TO INVESTIGATE CHARACTERISTICS, BACKGROUND,
AND JOB EXPERIENCES OF SUCCESSFUL AND UNSUCCESSFUL ENTRY
WORKERS IN THREE SELECTED INDUSTRIES. FINAL REPORT.,A
BR-6-2147 ED 011 976
- GOTKIN, LASSAR G.
SIMON SAYS--A NEW LOOK AT AN OLD GAME. ED 012 207
- GOTTLIEB, DAVID
SOCIAL FACTORS IN THE ADOPTION OF NEW TEACHING-LEARNING
TECHNIQUES IN THE ELEMENTARY SCHOOL. ACCEPTANCE OF NEW
EDUCATION PRACTICES BY ELEMENTARY SCHOOL TEACHERS.
ER-33 ED 011 958
- GOULD, KAY
DAY CAMPING FOR THE MENTALLY RETARDED. ED 012 115
- GRAY, DONALD J.
REPORT ON THE ARTS AND HUMANITIES INSTITUTES OF 1966. ED 012 268
- GRIENEKES, LAURABETH
USING PERSONALITY MEASURES WITH COLLEGE STUDENTS.
ED 012 070
- GROOMBRIDGE, BRIAN
ADULT EDUCATION AND TELEVISION, A COMPARATIVE STUDY IN
CANADA, CZECHOSLOVAKIA, AND JAPAN. ED 011 993
- GUERTIN, WILSON H.
WAR ON POVERTY AND THE SOCIAL ORIGINS AND TRAINING OF
EDUCATION STUDENTS.,THE ED 012 292
- HALL, EVERETTE,
EDUCATIONAL ATTAINMENT OF PARENTS AS RELATED TO STUDENTS'
FEELINGS ABOUT SELF AND FAMILY.
MHP-BULL-33 ED 012 080
- HALLER, A. O.
PERSONALITY ORIENTATIONS OF FARM, VILLAGE, AND URBAN BOYS.
ED 012 203

- HALLER, ARCHIBALD O.
OCCUPATIONAL CHOICES OF RURAL YOUTH.
ED 012 204
- HARP, JOHN
FACTORS ASSOCIATED WITH THE COLLEGE ATTENDANCE OF YOUTH.
HR-348
ED 011 970
- HARTENBERGER, WALTER L.
DEVELOPING AN INDIVIDUALIZED INSTRUCTIONAL PROGRAM.
ED 012 197
- HARTWIG, J. WILLIAM
OHIO'S PROGRAM FOR HEARING HANDICAPPED CHILDREN.
ED 012 138
- HASHIMOTO, ANNE YUE
RESULTATIVE VERBS AND OTHER PROBLEMS.
POLA-8-2
ED 012 004
- HASPIEL, GEORGE S.
SYNTHETIC APPROACH TO LIP READING, MATERIALS FOR THE CHILD
OF GRADE SCHOOL AGE.,A
ED 012 127
- HAVENS, JAMES E.
ANALYSIS OF A TRAINING PROGRAM FOR WASHINGTON'S NEW 4-H
LEADERS.,AN
ED 012 001
- HAYES, ALFRED S.
LANGUAGE RESEARCH IN PROGRESS. REPORT NUMBER 1, JUNE 1965,
CROSS-REFERENCED LIST OF DOCUMENTED LANGUAGE RESEARCH
PROJECTS CURRENT JANUARY - MAY 1965.
CAL-1-JUN-1965
ED 012 024
- LANGUAGE RESEARCH IN PROGRESS. REPORT NUMBER 4, FEBRUARY
1967, A CROSS-REFERENCED LIST OF DOCUMENTED LANGUAGE
RESEARCH PROJECTS CURRENT JUNE - DECEMBER 1966.
CAL-4-FEB-1967
ED 012 025
- HAYS, DAVID S.
ANNOTATED BIBLIOGRAPHY OF RAND PUBLICATIONS IN COMPUTATIONAL
LINGUISTICS.
RM-3894-3
ED 012 017
- HELY, ARNOLD S. H.
SCHOOL-TEACHERS AND THE EDUCATION OF ADULTS. MANUALS ON
ADULT AND YOUTH EDUCATION, NUMBER 5.
ED 011 988
- HENDERSON, GEORGE H.
UNDERSTANDING AND TEACHING THE CULTURALLY DEPRIVED CHILD, AN
OVERVIEW GUIDE FOR LEBANON CLASSROOM TEACHERS.
ED 012 192
- HENSEL, JAMES W.
DEMAND FOR AND SELECTED SOURCES OF TEACHERS IN VOCATIONAL
AND TECHNICAL EDUCATION, STATE DIRECTOR SURVEY.,THE
ED 012 331
- HILL, C. W.
EDUCATIONAL NEEDS OF BEGINNING DAIRY FARM OPERATORS IN NEW
YORK, 1963.
BULL-10087
ED 012 301
- HILLEARY, HELENA
COMPARATIVE STUDY OF OFFICIAL AND UNOFFICIAL CLASS
WITHDRAWALS AT LOS ANGELES VALLEY COLLEGE, EVENING DIVISION,
SPRING SEMESTER 1963.,A
RES-MONGR-8-2
ED 012 187
- HILLS, JOHN R.
PREDICTING GRADES FROM BELOW CHANCE TEST SCORES.
USG-RB-3-66
ED 012 082
- HODGES, RICHARD E.
STUDY OF PHONEME-GRAPHEME CORRESPONDENCE IN MONOSYLLABIC
WORDS.,A
ED 012 220
- HOOVER, NORMAN K.
OFF-FARM AGRICULTURAL OCCUPATIONS IN PENNSYLVANIA,
EMPLOYMENT OPPORTUNITIES AND TECHNICAL EDUCATION NEEDS.
TERS-VOL-7-NO-1
ED 012 310
- HORNER, JAMES T.
FACTORS RELATING TO OCCUPATIONAL AND EDUCATIONAL
DECISION-MAKING OF RURAL YOUTH. RESEARCH SUMMARY.
DOA-EDUC-REP-1
ED 012 322
- HOULE, CYRIL O.
DOCTORATE IN ADULT EDUCATION, 1935-1965.,THE
ED 011 994
- HUANG, SHUAN FAN
SUBJECT AND OBJECT IN MANDARIN.
POLA-13-2
ED 012 011
- HUBBARD, LOUISE
STUDENT TEACHING AND THE FSM FORCE A CHANGE.
ED 012 165
- HUNT, LYMAN C.
GROUPING PLAN CAPITALIZING ON THE INDIVIDUALIZED READING
APPROACH.,A
ED 012 227
- HUNTER, ELIZABETH
IMPROVING THE LANGUAGE SKILLS OF "DEPRIVED" TEACHERS.
ED 012 262
- ISABELLE, L. A.
SELF-CONCEPT OF THE SCHOOL COUNSELLOR.
ED 012 075
- ISON, JOHN B.
NEUROLOGICAL RESEARCH RELEVANT TO READING--1967.
ED 012 223

- JABLONSKY, ADELAIDE
IMPERATIVES FOR CHANGE, NEW YORK STATE EDUCATION CONFERENCE
ON COLLEGE AND UNIVERSITY PROGRAMS FOR TEACHERS OF THE
DISADVANTAGED (YESHIVA UNIVERSITY, APRIL 10-11, 1967).
ED 012 271
- JACKSON, LUTHER P.
POVERTY'S CHILDREN, A VIEW OF POOR FAMILIES BASED ON
RESEARCH SPONSORED BY THE HEALTH AND WELFARE COUNCIL OF THE
NATIONAL CAPITAL AREA.
ED 012 281
- JOHNSON, ARTHUR L.
REGULATIONS AND SYLLABUSES 1966.
ED 012 241
- JOHNSON, THOMAS J.
ORDER OF SOLUTIONS IN AMBIGUOUS ANAGRAMS AS A FUNCTION OF
WORD FREQUENCY OF THE SOLUTION WORDS.
BR-5-D216-5
ED 011 946
- JONES, CHRISTINA C.
OHIO'S PROGRAM FOR HEARING HANDICAPPED CHILDREN.
ED 012 138
- JONES, GARDNER, M.
PROCEDURAL AND COST ANALYSIS STUDY OF MEDIA IN INSTRUCTIONAL
SYSTEMS DEVELOPMENT, PARTS A AND B.,A
BR-5-D990-PT-A-B
ED 011 959
- JONES, PHILIP R.
SPECIAL SERVICES PROGRAM IN THE CHAMPAIGN SCHOOLS.,THE
ED 012 125
- JONES, R. M.
SITUATIONAL VOCABULARY.
ED 012 146
- JONES, ROY J.
IMPACT OF THE UPO DEMONSTRATION PROGRAM ON A SELECTED GROUP
OF CARDOZA AREA YOUTH--A STUDY OF JUVENILE DELINQUENCY
PREVENTION. SECOND YEAR REPORT--1965-66.,THE
ED 012 294
- NEY IMPACT OF THE CARDOZA AREA DEMONSTRATION PROGRAM,
1964-1965. FIRST YEAR REPORT.,THE
ED 012 295
- JORGENSEN, GARY G.
INTERPERSONAL RELATIONSHIPS--A REVIEW. UTAH STUDIES IN
VOCATIONAL REHABILITATION.
RRRI-BULL-1
ED 012 083
- JUSTMAN, JOSEPH
FOLLOW-UP STUDY OF GRADUATES OF THE SCHOOL FOR THE DEAF.
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ED 012 254
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OF STATE AGENCY PRACTICES.,THE

ED 012 048

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COUNSELOR SATISFACTORINESS.,THE

ED 012 053

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INTERACTION ANALYSIS.,THE

ED 012 261

MOSKOWITZ, SUE
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ED 012 128

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CRP-2050

ED 012 324

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ED 012 307

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DEVELOPMENT PLANNING CONFERENCE.

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ED 012 152

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ED 012 048
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ED 012 052
- STRUCTURED CASE REVIEW STUDY.
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ED 012 053
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ED 012 079
- NEUGARTEN, BERNICE L.
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ED 012 055
- NEWELL, JOHN W.
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ED 012 145
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ED 011 967
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ED 012 264
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ED 011 975
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ED 011 984
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ED 012 239
- O'NEILL, JOHN J.
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ED 012 133
- OETTMEIER, ARTHUR J.
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OE-87015
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ED 012 282
- OLMO, FILOMENA PELORD DEL
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ED 012 164
- OLMO, GUILLERMO DEL
FLES--IN SEARCH OF DISCIPLINE AND CONTENT.
ED 012 164
- OLMSTED, PATRICIA
STYLES OF CATEGORIZATION AMONG LOWER-CLASS KINDERGARTEN CHILDREN.
ED 012 279
- OLSEN, HANS C.
CRITERIA FOR SELECTING MATERIALS TO TEACH READING.
ED 012 231
- OLSEN, LEROY C.
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ED 012 174
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CRP-426

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ED 012 202
- PASOUR, HENRY A.
ANALYSIS OF THE STUDENT POPULATION IN AGRICULTURAL EDUCATION
AT NORTH CAROLINA STATE UNIVERSITY.,AN
RS-5 ED 012 328
- PEARCE, FRANK C.
ANALYSIS OF THE TESTING PROGRAM - MDTA PROJECT.
ED 012 211
- DEPLETING WELFARE ROLES--A STUDY OF WELFARE RECIPIENTS.
NJC-R-8-PTS-0-1-2-3 ED 012 210
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- PINSLEUR, PAUL
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ED 012 167
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- REGEV, ZINA
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IN A GROWING FIELD. ED 011 995
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PROCEDURE FOR ANALYSIS.,THE ED 012 105
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ED 012 104
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- RHEA, BUFORD
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HIGH SCHOOL ORIENTATION PROGRAM--A FOUR-PHASE PROGRAM OF
SCHOOL COOPERATION. ED 012 059
- RONEY, MAURICE
SHEET METAL WORKER, A SUGGESTED TRAINING COURSE. ED 012 336
- RUBIN, EDHUND JOSEPH
ABSTRACT FUNCTIONING IN THE BLIND.
AFB-RES-SER-11 ED 012 132
- RUMFORD, JOHN C.
SELECTED CHARACTERISTICS OF THE MENTALLY RETARDED CLIENTS
REHABILITATED. ED 012 113
- RUSHLAU, PERRY J.
INTERPERSONAL RELATIONSHIPS--A REVIEW. UTAH STUDIES IN
VOCATIONAL REHABILITATION.
RRRI-BULL-1 ED 012 003
- RUTHERFORD, F. JAMES
GUIDELINES FOR THE DOCTORATE IN SCIENCE EDUCATION, A
STATEMENT BY THE ASSOCIATION FOR THE EDUCATION OF TEACHERS
IN SCIENCE. ED 012 234
- RYAN, JAMES J.
EFFECTS OF EXPERIMENTAL PROGRAMS FOR SECONDARY MATHEMATICS
ON PUPIL INTEREST IN MATHEMATICS AS INDICATED BY AN OVERT
PARTICIPATION INDEX OF INTEREST.
BR-5-1028-TR-2 ED 011 941
- PARTICIPANT TEACHER JUDGMENTS OF EXPERIMENTAL PROGRAMS IN
SECONDARY MATHEMATICS.
BR-5-1028-TR-3 ED 011 942
- STUDY OF THE EFFECTS OF EXPERIMENTAL PROGRAMS ON PUPIL
ACHIEVEMENT OBSERVED DURING FIRST THREE YEARS OF THE
PROJECT, SECONDARY MATHEMATICS EVALUATION PROJECT. INTERIM
REPORT.,A
MNL-TR-66-4 ED 011 977
- RYDER, FRANK G.
FOREIGN LANGUAGE CURRICULUM REPORT, SUMMARY OF
RECOMMENDATIONS AND IMPLICATIONS. ED 012 144
- SALISBURY, C. JACKSON
POST HIGH SCHOOL DISTRIBUTIVE EDUCATION IN BUCKS COUNTY,
PENNSYLVANIA, A FEASIBILITY STUDY. ED 012 312

- SAVITZ, ROBERTA A.
VISION SCREENING OF THE PRESCHOOL CHILD, REPORT OF A STUDY.
CB-PUB-414-1964 ED 012 120
- SCHOONOVER, ROBERT A.
MAN, MOSQUITOES AND MICROBES.
ED 012 205
- SCHRADER, EUGENE
ESTABLISHMENT OF THE STATE RESEARCH COORDINATING UNIT FOR
THE STATE OF NEW MEXICO.,THE
BR-5-0103 ED 012 347
- SCHRANK, ROBER
BLOOMINGDALE PROJECT, REPORT OF A DEMONSTRATION ON-THE-JOB
TRAINING PROGRAM.,THE
ED 012 290
- SCHUBERT, LEO
PURCHASE GUIDE FOR PROGRAMS IN SCIENCE AND MATHEMATICS.
ED 012 237
- SCHUELER, HERBERT
TEACHER EDUCATION AND THE NEW MEDIA.
BR-5-1348 ED 011 980
- SCHULTZ, RAYMOND E.
COMPARATIVE ANALYSIS OF THE JUNIOR COLLEGE DEAN'S LEADERSHIP
BEHAVIOR.,A
ED 012 175
- SEARS, PAULINE S.
TEACHERS' INTERACTIONS WITH BOYS AND WITH GIRLS.
BR-5-0252-1 ED 011 935
- SEGAL, JULIUS
MENTAL HEALTH OF CHILDREN, THE CHILD PROGRAM OF THE NATIONAL
INSTITUTE OF MENTAL HEALTH.
PHS-PUB-1396 ED 012 114
- SELLS, S.B.
PEER ACCEPTANCE-REJECTION AND PERSONALITY DEVELOPMENT.
BR-5-0417 ED 012 069
- SHAPIRO, ARTHUR
EMPLOYMENT ORIENTATION AND RELATED FIELDS, A CURRICULUM
GUIDE. FOR TEACHERS OF HIGH SCHOOL AGE EDUCABLES.
ED 012 123
- SHAW, MERVILLE C.
GUIDANCE RESEARCH IN ACTION, GROUP COUNSELING WITH PARENTS,
MONOGRAPH 2.
ED 012 077
- INTERRELATIONSHIPS BETWEEN COUNSELOR AND TEACHER PERCEPTIONS
OF THEIR PARTICIPATION IN GROUP COUNSELING.
ED 012 085
- PARENT AND COUNSELOR PERCEPTIONS OF THEIR PARTICIPATION IN
GROUP COUNSELING, MONOGRAPH 3.
ED 012 081
- PROPOSED MODEL AND RESEARCH DESIGN FOR PUPIL PERSONNEL
SERVICES IN THE PUBLIC SCHOOLS, MONOGRAPH 1.,A
ED 012 076
- SHELL, WILLIAM B.
DIFFERENTIAL EFFECT OF INTERIM TESTING IN THE USE OF AN
AUTO-INSTRUCTIONAL PROGRAM IN AN AREA OF GENERAL SCIENCE FOR
TEACHERS.,THE
ED 012 232
- SHELLEY, E.F.
PRELIMINARY INVESTIGATION OF COMMUNICATION-LINKED TECHNIQUES
FOR OFF-CAMPUS TEACHING OF VOCATIONAL AND TECHNICAL
SUBJECTS.
BR-6-8254 ED 011 971
- SIEDER, SAM D.
EDUCATIONAL RESEARCH MANPOWER--PROJECTED NEEDS.
ED 012 111
- SIGEL, IRVING
STYLES OF CATEGORIZATION AMONG LOWER-CLASS KINDERGARTEN
CHILDREN.
ED 012 279
- SILBERMAN, HARRY F.
USING COMPUTERS IN EDUCATION--SOME PROBLEMS AND SOLUTIONS.
SP-2545-002-00 ED 012 092
- SIMPSON, BESSIE C.
STUTTERING THERAPY--A GUIDE FOR THE SPEECH CLINICIAN.
ED 012 131
- SISSON, ROGER L.
APPLYING OPERATIONAL ANALYSIS TO URBAN EDUCATIONAL SYSTEMS,
A WORKING PAPER.
ED 012 097
- SOME RESULTS OF A SIMULATION OF AN URBAN SCHOOL DISTRICT.
R-042467 ED 012 096
- SITGREAVES, ROSEDITH
FUNDAMENTALS OF STATISTICAL DECISION THEORY.
ED 012 057
- SIZEMORE, MAHIE
COLORADO INDIAN EDUCATION WORKSHOP PAPERS.
ED 012 193
- DEVELOPING CURRICULUM FOR INDIAN CHILDREN.
ED 012 188
- SLACK, CHARLES W.
SCORE - A DESCRIPTION.
ED 012 286
- SLOBIN, DAN I.
PSYCHOLINGUISTIC SIMILARITIES IN THE ACQUISITION OF ENGLISH
AND RUSSIAN AS NATIVE LANGUAGES.
ED 012 015

- SMITH, GEORGE E.
SEMINAR ON FOREIGN LANGUAGE TEACHER PREPARATION FOR COLLEGE
TEACHERS (DEPAUM UNIVERSITY, JUNE 15 TO JULY 10, 1964).
FINAL REPORT.
ED 012 151
- SHOW, RICHARD E.
RESPONSE COMPLEXITY AND EXPERIMENTAL DESIGN.
BR-5-0292-4
ED 011 938
- SOLA, DONALD F.
CUZCO READER.
BR-5-1231-3
ED 012 034
- QUECHUA LANGUAGE MATERIALS PROJECT, GUIDE TO THE MATERIALS.
BR-5-1231-13
ED 012 030
- SPOKEN AYACUCHO QUECHUA. UNITS 1-10.
BR-5-1231-9
ED 012 040
- SPOKEN AYACUCHO QUECHUA, UNITS 11-20.
BR-5-1231-10
ED 012 041
- SPOKEN COCHABAMBA QUECHUA, UNITS 1-12.
BR-5-1231-5
ED 012 036
- SPOKEN COCHABAMBA QUECHUA, UNITS 13-24.
BR-5-1231-6
ED 012 037
- SPOKEN CUZCO QUECHUA, UNITS 1-6.
BR-5-1231-1
ED 012 032
- SPOKEN CUZCO QUECHUA, UNITS 7-12.
BR-5-1231-2
ED 012 033
- STRUCTURE OF AYACUCHO QUECHUA.,THE
BR-5-1231-12
ED 012 043
- STRUCTURE OF COCHABAMBA QUECHUA.,THE
BR-5-1231-8
ED 012 039
- STRUCTURE OF CUZCO QUECHUA.,THE
BR-5-1231-4
ED 012 035
- SONSTEGARD, MANFORD
TELEOANALYTIC APPROACH TO GROUP COUNSELING.,THE
ED 012 063
- SORENSEN, ROY
YOUTH ORGANIZATIONS OTHER THAN CHURCHES.
ED 012 206
- SPEARS, RICHARD A.
BASIC COURSE IN HENDE.
BR-6-1491-2
ED 012 018
- SHORT COURSE IN HENDE.
BR-6-1491-1
ED 012 019
- STEERE, NORMAN V.
SAFETY IN THE CHEMICAL LABORATORY.
ED 012 245
- STEINBERG, ERWIN R.
SENIOR HIGH CURRICULUM IN ENGLISH FOR ABLE COLLEGE-BOUND
STUDENTS. VOLUME 5, SUMMARY REPORT.,A
CRP-H-015
ED 011 966
- STEVENSOW, WILLIAM
OKLAHOMA VOCATIONAL RESEARCH COORDINATING UNIT.
BR-5-0139
ED 012 343
- STEVICK, EARL W.
SHONA BASIC COURSE.
BR-5-1206-2
ED 012 023
- STEWART, WILLIAM A.
LANGUAGE AND COMMUNICATION PROBLEMS IN SOUTHERN APPALACHIA.
ED 012 026
- STOODOLSKY, SUSAN S.
LEARNING PATTERNS IN THE DISADVANTAGED.
ED 012 291
- STOLURCH, LAWRENCE M.
PSYCHOLOGICAL AND EDUCATIONAL FACTORS IN TRANSFER OF
TRAINING. QUARTERLY REPORTS 8 AND 9.
BR-5-0230-BR-8-9
ED 011 960
- STORER, MARJORIE
PROFILE OF CHICAGO CITY COLLEGE 1965 GRADUATES, FOLLOW-UP
NUMBER 2.,A
ED 012 106
- STREVELL, WALLACE H.
HIGH SCHOOL PHYSICS BY TELEVISION--THE HOUSTON AREA PROJECT.
NDEA-VIIA-306
ED 011 965
- SUINN, RICHARD M.
STANFORD-OWAKI-KOHS TACTILE BLOCK DESIGN INTELLIGENCE TEST
FOR THE BLIND. PART ONE-FINAL REPORT.
ED 012 119
- TAFT, MARTIN I.
EDUCATIONAL INSTITUTION AS A SYSTEM--A PROPOSED GENERALIZED
PROCEDURE FOR ANALYSIS.,THE
ED 012 105
- TOWARDS BETTER CURRICULA THROUGH COMPUTER SELECTED
SEQUENCING OF SUBJECT MATTER.
ED 012 106
- TAFT, TERRIL D.
COLLECT--A PROGRAM FOR THE RETRIEVAL OF GRAMMATICAL
INFORMATION FROM ANNOTATED TEXT.
RM-5243-RADC
ED 012 014
- TAYLOR, WAYNE
REVIEW OF RESEARCH STUDIES IN SCIENCE EDUCATION.
ED 012 235
- TEMPLIN, MILDRED C.
IDENTIFICATION OF KINDERGARTEN CHILDREN LEAST LIKELY TO SHOW
SPONTANEOUS IMPROVEMENT IN SPEECH SOUND ARTICULATION.,THE
ED 012 140

- | | |
|--|--|
| THAL, HELEN M.
YOUTH AND MONEY.
ED 012 201 | VAN ATTA, RALPH E.
CONCEPTS EMPLOYED BY ACCURATE AND INACCURATE CLINICIANS.
ED 012 071 |
| THORNDIKE, ROBERT L.
FREE CHOICE OPEN ENROLLMENT - JUNIOR HIGH SCHOOLS.
ED 012 289 | VAN MONDFRANS, ADRIAN P.
ORDER OF SOLUTIONS IN AMBIGUOUS ANAGRAMS AS A FUNCTION OF
WORD FREQUENCY OF THE SOLUTION WORDS.
BR-5-0216-5
ED 011 946 |
| TITMUS, COLIN J.
ADULT EDUCATION IN FRANCE.
ED 011 992 | VAN VLIET, ROBERT
KEYSORT - AN AID TO UNIVERSITY HOUSING.
ED 012 102 |
| TRACE, BARBARA
BIRTH OF LANGUAGE, THE CASE HISTORY OF A NON-VERBAL
CHILD.,THE
ED 012 129 | VARLEY, JOY
LANGUAGE RESEARCH IN PROGRESS. REPORT NUMBER 4, FEBRUARY
1967, A CROSS-REFERENCED LIST OF DOCUMENTED LANGUAGE
RESEARCH PROJECTS CURRENT JUNE - DECEMBER 1966.
CAL-4-FEB-1967
ED 012 025 |
| TRIPP, JOHN D.
DIFFERENTIAL EFFECT OF INTERIM TESTING IN THE USE OF AN
AUTO-INSTRUCTIONAL PROGRAM IN AN AREA OF GENERAL SCIENCE FOR
TEACHERS.,THE
ED 012 252 | VIALI, WILLIAM P.
GUIDELINES FOR SCIENCE AND MATHEMATICS IN THE PREPARATION
PROGRAM OF ELEMENTARY SCHOOL TEACHERS.
ED 012 243 |
| TUEL, JOHN K.
GUIDANCE RESEARCH IN ACTION, GROUP COLNSELING WITH PARENTS,
MONOGRAPH 2.
ED 012 077 | NEW SCHOOL SCIENCE, A REPORT TO SCHOOL ADMINISTRATORS ON
REGIONAL ORIENTATION CONFERENCES IN SCIENCE.,THE
AAAS-MISC-PUB-63-6
ED 012 251 |
| PROPOSED MODEL AND RESEARCH DESIGN FOR PUPIL PERSONNEL
SERVICES IN THE PUBLIC SCHOOLS, MONOGRAPH 1.,A
ED 012 076 | WALL, JAMES E.
IMPORTANT FACTORS CONCERNING HUMAN RESOURCES IN MISSISSIPPI.
PRELIMINARY REPORT NUMBER 11.
PR-11
ED 012 325 |
| TULLY, JOAN
TOWARDS A SOCIOLOGICAL THEORY FOR EXTENSION.
ED 011 991 | WANG, WILLIAM S-Y.
TWO ASPECT MARKERS IN MANDARIN.
POLA-8-4
ED 012 006 |
| TURNER, ELIZABETH ANN
SENTENCE STRUCTURE AND THE EYE-VOICE SPAN. STUDIES IN ORAL
READING, IX. PRELIMINARY DRAFT.
BR-5-1213-9
ED 011 957 | WARK, DAVID M.
APPLICATION OF OPERANT CONDITIONING IN A COLLEGE READING
CENTER.
ED 012 214 |
| VAIDYANATHAN, S.
STUDENTS' MANUAL OF MODERN FORMAL TAMIL.
BR-5-1236
ED 012 046 | WARSHAUER, MARY ELLEN
PUBLIC SCHOOL SEGREGATION AND RELATED POPULATION
CHARACTERISTICS OF BUFFALO, NEW YORK.
ED 012 100 |
| VALDMAN, ALBERT
HAITIAN CREOLE BASIC COURSE. PART I, PROGRAMMED INSTRUCTION,
STUDENT WORKBOOK.
BR-5-1300-1
ED 012 020 | WATKINS, JAMES F.
PROPOSAL FOR ESTABLISHMENT OF PROTOTYPE OCCUPATIONAL AND
RESEARCH DEVELOPMENT COORDINATING UNIT.
BR-5-0109
ED 012 330 |
| HAITIAN CREOLE BASIC COURSE. PART I, PROGRAMMED
INTRODUCTION, TAPE SCRIPT.
BR-5-1300-2
ED 012 021 | WAYSON, WILLIAM W.
SOURCE OF TEACHER SATISFACTION IN SLUM SCHOOLS.
ED 012 267 |
| VALENTINE, I.E.
COMPILATION OF TECHNICAL EDUCATION INSTRUCTIONAL MATERIALS.
SUPPLEMENT 1, NEW AND REVISED INFORMATIONAL RESOURCES.
ED 012 340 | WEINSTEIN, ENAMUEL
INSTRUMENTATION AND AUTOMATIC CONTROL, SUGGESTED TECHNIQUES
FOR DETERMINING COURSES OF STUDY IN VOCATIONAL AND TECHNICAL
EDUCATION PROGRAMS.
OE-80043
ED 012 335 |
| VAN ALLEN, ROACH
HOW A LANGUAGE-EXPERIENCE PROGRAM WORKS.
ED 012 226 | |

- WHITE, FRAZER D.
COMPREHENSIVE EVALUATIVE TECHNIQUES FOR THE CHILD WITH A
CLEFT PALATE.
ED 012 134
- WHITNEY, GEORGE S.
DEVELOPMENT AND TESTING OF INSTRUMENTS AND PROCEDURES FOR A
STUDY OF STUDENT SELECTION PRACTICES IN TECHNICAL EDUCATION
PROGRAMS.,THE
BR-6-8255
ED 011 972
- WIENS, JACOB H.
SYSTEMS APPROACH TO LEARNING.
ED 012 182
- WIENTGE, KING H.
TEST OF ADULT COLLEGE APTITUDE (TACA). MANUAL FOR
ADMINISTRATION, SCORING AND INTERPRETATION.
ED 011 985
- WILLEY, DARRELL S.
OCCUPATIONAL NEEDS FOR VOCATIONAL AND TECHNICAL EDUCATION
FOR NEW MEXICO. SUMMARY.
NMSU-PUB-8
ED 012 311
- WILLIAMS, JEROME
ANNOTATED BIBLIOGRAPHY FOR VOCATIONAL-TECHNICAL EDUCATION,
1966.
ED 012 319
- WILLIAMSON, E. G.
SCHOOL COUNSELLOR IN A CHANGING SOCIETY.,THE
ED 012 074
- WITTCOFF, HAROLD
TEACHING OF READING, A REPORT OF A STUDY CONDUCTED BY THE
CURRICULUM COMMITTEE OF THE MINNEAPOLIS CITIZENS COMMITTEE
ON PUBLIC EDUCATION, JUNE, 1966.,THE
ED 012 228
- WITTROCK, H.C.
EXPERIMENT IN RESEARCH ON EVALUATION OF INSTRUCTION.,THE
CSEIP-MP-2
ED 012 107
- WOHLFORD, GERALD H.
PREJUDGING THE SUCCESS OF AN EXPERIMENTAL PROJECT.
ED 012 265
- WOLF, MONTROSE N.
EXPERIMENTS WITH TOKEN REINFORCEMENT IN A REMEDIAL
CLASSROOM.
ED 012 284
- WOLFF, CAROLE ELLIS
PERSONALITY ORIENTATIONS OF FARM, VILLAGE, AND URBAN BOYS.
ED 012 203
- WRIGHT, LOSAN
RELIABILITY, VALIDITY AND FAVORABILITY OF SELECTED
INDICATORS OF BEHAVIORAL CHANGE IN CHILDREN.
BR-6-8554
ED 012 065
- YANG, JAMES
SOME CONIT SUBROUTINES FOR TESTING GENERATIVE GRAMMARS.
POLA-13-3
ED 012 012
- YOUNG, EDWIN A.
EXPERIMENTAL PROGRAM FOR "LOW-ABILITY" STUDENTS. SECOND
PROGRESS REPORT.,AN
COUNSELING CENTER STUDY-66-1
ED 012 166

INSTITUTION INDEX

This index lists the titles of reports under the institution responsible for them. The index is arranged in alphabetical sequence by the name of the university, agency, association, etc. As shown in the example below, the accession number is displayed below and to the right of the title. Additional information about the report can be found under that number in the resume section.

PENNSYLVANIA STATE UNIV.

OPTIMUM PHYSICAL VIEWING CONDITIONS FOR A REAR
PROJECTION DAYLIGHT SCREEN, A STUDY OF THE
CRP-234 ED 000 000

Accession Number



INSTITUTION INDEX

PAGE 1

- ADAMS STATE COLL., ALAMOSA, COLO.
DEVELOPING CURRICULUM FOR INDIAN CHILDREN.
ED 012 198
- KNOWING AND EDUCATING THE DISADVANTAGED, AN ANNOTATED
BIBLIOGRAPHY.
CRP-8-173 ED 012 189
- ALAMEDA COUNTY SCHOOL DEPT., HAYWOOD, CALIF.
TRAINING THE CUSTODIAN'S ASSISTANT.
ED 012 121
- ALASKA STATE DEPT. OF EDUCATION, JUNEAU
EMPLOYMENT OPPORTUNITIES FOR WOMEN IN ALASKA, A COLLECTION
OF DATA PERTAINING TO KNOWLEDGE AND SKILLS OF HOME ECONOMICS
AND HOW THESE CONTRIBUTE TO WAGE-EARNING OCCUPATIONS.
ED 012 304
- ALFRED ADLER INST. OF CHICAGO, ILL.
TELEANALYTIC APPROACH TO GROUP COUNSELING.,THE
ED 012 063
- AMERICAN ASSN. FOR THE ADVANCEMENT OF SCIENCE
WASHINGTON, D. C.
NEW SCHOOL SCIENCE, A REPORT TO SCHOOL ADMINISTRATORS ON
REGIONAL ORIENTATION CONFERENCES IN SCIENCE.,THE
AAAS-MISC-PUB-63-6 ED 012 251
- PSYCHOLOGICAL BASES OF SCIENCE--A PROCESS APPROACH.,THE
AAAS-MISC-PUB-65-8 ED 012 236
- AMERICAN ASSN. OF COLL. FOR TEACHER EDUC., WASH., D.C.
CONTINUING SEARCH FOR CRITERIA.,THE
AACTE-PAPER-3 ED 012 257
- PROCEEDINGS OF THE 1964 ANNUAL MEETING OF THE AMERICAN
ASSOCIATION OF COLLEGES FOR TEACHER EDUCATION, FREEDOM WITH
RESPONSIBILITY IN TEACHER EDUCATION, 17TH YEARBOOK (CHICAGO,
1964).
ED 012 258
- AMERICAN ASSN. OF JUNIOR COLLEGES, WASHINGTON, D.C.
JUNIOR COLLEGE FACULTY--ISSUES AND PROBLEMS, A PRELIMINARY
NATIONAL APPRAISAL.
ED 012 177
- AMERICAN ASSN. OF SCHOOL ADMINISTRATORS
WASHINGTON, D.C.
EDP AND THE SCHOOL ADMINISTRATOR.
ED 012 093
- AMERICAN CHEMICAL SOC., EASTON, PA.,
DIVISION OF CHEMICAL EDUCATION
SAFETY IN THE CHEMICAL LABORATORY.
ED 012 245
- AMERICAN COUNCIL OF LEARNED SOCIETIES, NEW YORK
KOREAN LITERATURE, TOPICS AND THEMES.
ACLS-PROJ-35 ED 012 027
- AMERICAN COUNCIL ON EDUCATION, WASHINGTON, D.C.
EVALUATION AND SELECTION IN THE 1966-67 ACADEMIC
- ADMINISTRATION INTERNSHIP PROGRAM.
ACE-RR-VOL-1-NO-3 ED 012 095
- AMERICAN FOUNDATION FOR THE BLIND, NEW YORK, N.Y.
ABSTRACT FUNCTIONING IN THE BLIND.
AFB-RES-SER-11 ED 012 132
- AMERICAN GEOLOGICAL INST., WASHINGTON, D.C.
ANNOTATED BIBLIOGRAPHY OF GEOLOGICAL EDUCATION.
ED 012 240
- DIRECTORY OF GEOSCIENCE DEPARTMENTS - UNITED STATES AND
CANADA.
ED 012 249
- AMERICAN INST. FOR RESEARCH IN BEHAVIORAL SCIENCES
PITTSBURGH, PA.
PROCESS AND PRODUCT OF T AND I HIGH SCHOOL LEVEL VOCATIONAL
EDUCATION IN THE UNITED STATES, THE PRODUCT.,THE
ED 012 315
- AMERICAN LIBRARY ASSN., CHICAGO, ILL.
BOOKS FOR ADULTS BEGINNING TO READ, A SELECTED LIST.
ED 012 212
- AMERICAN PERSONNEL AND GUIDANCE ASSN., WASH., D.C.
CONGRUENCE OF SELF AND IDEAL-SELF AND OCCUPATIONAL CHOICES.
ED 012 174
- AMERICAN TECHNICAL EDUC. ASSN. INC., DELMAR, N.Y.
DEVELOPMENT AND TESTING OF INSTRUMENTS AND PROCEDURES FOR A
STUDY OF STUDENT SELECTION PRACTICES IN TECHNICAL EDUCATION
PROGRAMS.,THE
BR-6-8255 ED 011 972
- ANTIOCH COLL., YELLOW SPRINGS, OHIO
SYLLABUS FOR FRENCH I, II, III. NEW PROGRAM.
ED 012 159
- ASSOCIATED COLLEGES OF THE MIDWEST, CHICAGO, ILL.
REPORT ON THE SECOND YEAR, 1964-65, OF THE URBAN SEMESTER, A
PROGRAM IN TEACHER EDUCATION OF THE ASSOCIATED COLLEGES OF
THE MIDWEST.,A
ED 012 293
- ASSOCIATED EXAMINING BOARD, ALDERSHOT, HAMPSHIRE
(ENGLAND)
REGULATIONS AND SYLLABUSES 1966.
ED 012 241
- REGULATIONS AND SYLLABUSES 1967.
ED 012 242
- ASSOCIATION FOR HIGHER EDUCATION, WASHINGTON, D.C.
DESIGN FOR AN ACADEMIC MATCHING SERVICE.
ED 012 108
- AUBURN UNIV., ALA.
DIFFERENTIAL EFFECT OF INTERIM TESTING IN THE USE OF AN
AUTO-INSTRUCTIONAL PROGRAM IN AN AREA OF GENERAL SCIENCE FOR
TEACHERS.,THE
ED 012 252

- AUBURN UNIV., ALA. (CONTINUED)
STUDY OF INSTITUTIONAL POLICIES REGARDING ACCEPTANCE OF
TRANSFER OF CREDIT FROM TECHNICAL-TERMINAL PROGRAMS IN
JUNIOR COLLEGES.
ED 012 178
- AUBURN UNIV., ALA., SCHOOL OF EDUCATION
STUDY OF THE EDUCATIONAL NEEDS FOR WORKERS ENGAGED IN
OCCUPATIONS IN OFF-FARM AGRICULTURAL BUSINESSES IN
ALABAMA.,A
ED 012 297
- BALL STATE UNIV., MUNCIE, IND.
(FORMERLY BALL STATE TEACHERS COLL.)
ELEMENTARY EDUCATION SELECTION RESEARCH PROJECT.,THE
ED 012 254
- BALTIMORE CITY PUBLIC SCHOOLS, MD.
TEACHER'S GUIDE FOR THE TRAINABLE PROGRAM.
ED 012 142
- BALTIMORE JUNIOR COLL., MD.
URBAN DEVELOPMENT ASSISTANT PROJECT. INTERIM REPORT.
ED 012 171
- BOSTON UNIV., MASS., SCH. OF EDUCATION
DEVELOPMENT AND EVALUATION OF THREE TYPES OF PHYSICAL
EDUCATION PROGRAMS FOR EDUCABLE MENTALLY RETARDED BOYS.
FINAL REPORT.,THE
BR-6-8054
ED 012 141
- EXPERIMENTAL STUDY OF THE EFFECTS OF TAPE LISTENING ON
CERTAIN MODES OF FUNCTIONING IN STUDENT COUNSELORS.,AN
ED 012 067
- CALIFORNIA STATE DEPT. OF EDUCATION, SACRAMENTO
ASSOCIATE DEGREE NURSING EDUCATION PROGRAMS IN CALIFORNIA,
1953-1965.
ED 012 169
- HANDBOOK ON ADULT EDUCATION IN CALIFORNIA.
ED 011 986
- HIGH SCHOOL ORIENTATION PROGRAM--A FOUR-PHASE PROGRAM OF
SCHOOL COOPERATION.
ED 012 059
- PRINCIPLES AND PROGRAMS OF COMPENSATORY EDUCATION.
ED 012 060
- SOCIOLOGICAL APPROACH TO UNDERSTANDING DISADVANTAGED
YOUTH.,A
ED 012 058
- SUMMARY AND RECOMMENDATIONS FOR STRENGTHENING COUNSELING
SERVICES FOR DISADVANTAGED YOUTH. (TITLE SUPPLIED).
ED 012 061
- TEACHING ECONOMIC UNDERSTANDINGS IN BUSINESS COURSES, A
REPORT OF A WORKSHOP.
ED 012 316
- CALIFORNIA UNIV., BERKELEY, SCHOOL OF EDUC.
JUNIOR COLLEGE PROGRAM OF INSTRUCTION AND THE EMPLOYMENT
EXPERIENCES OF GRADUATES.,THE
CU-1966-2
ED 012 168
- CALIFORNIA UNIV., LOS ANGELES
EXPERIMENT IN RESEARCH ON EVALUATION OF INSTRUCTION.,THE
CSEIP-WP-2
ED 012 107
- VARIATIONS IN TEACHERS' REINFORCEMENT STYLE AND IMITATIVE
BEHAVIOR OF CHILDREN DIFFERING IN PERSONALITY
CHARACTERISTICS AND SOCIAL BACKGROUND.
CSEIP-TR-2
ED 012 273
- CANADIAN ASSN. FOR ADULT EDUCATION
TORONTO (ONTARIO)
RESIDENTIAL ADULT EDUCATION CENTRES IN CANADA, A DIRECTORY.
ED 011 982
- CARDINAL STRITCH COLL., MILWAUKEE, WIS.
RESEARCH ABSTRACTS, VOLUME VI.
ED 012 218
- RESEARCH ABSTRACTS, VOLUME VIII.
ED 012 221
- RESEARCH ABSTRACTS, VOLUME VII.
ED 012 222
- CARNEGIE INST. OF TECH., PITTSBURGH, PA.
SENIOR HIGH CURRICULUM IN ENGLISH FOR ABLE COLLEGE-BOUND
STUDENTS. VOLUME 5: SUMMARY REPORT.,A
CRP-H-015
ED 011 968
- CENTER FOR APPLIED LINGUISTICS, WASHINGTON, D.C.
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ED 012 029
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ENGLISH IN DEPTH, A PROMISING PRACTICE DEVELOPED BY THE
WELLS HIGH SCHOOL.
ED 012 198
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ADULT YEARS., THE
ED 012 055
- FUNDAMENTALS OF STATISTICAL DECISION THEORY.
ED 012 057
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PLANNING., THE
ED 012 054
- SELF-ACTUALIZATION AND BEYOND.
ED 012 056
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ED 012 137
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ESTABLISHMENT OF THE STATE RESEARCH COORDINATING UNIT FOR
THE STATE OF NEW MEXICO., THE
BR-S-0103
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ANALYSIS OF THE STUDENT POPULATION IN AGRICULTURAL EDUCATION
AT NORTH CAROLINA STATE UNIVERSITY., AN
RS-5
ED 012 329
- NORTH CAROLINA UNIV., RALEIGH, N.C. STATE UNIV.
ANALYSIS OF THE STUDENT POPULATION IN AGRICULTURAL EDUCATION
AT NORTH CAROLINA STATE UNIVERSITY., AN
ED 012 328
- CENTER FOR RESEARCH, DEVELOPMENT, AND TRAINING IN
OCCUPATIONAL EDUCATION., THE
BR-S-1005
ED 012 344
- NORTH DAKOTA UNIV., GRAND FORKS
ESTABLISHING A CENTER FOR RESEARCH IN VOCATIONAL AND
TECHNICAL EDUCATION.
BR-S-0093
ED 012 333
- TEACHERS' LACK OF FAMILIARITY WITH RESEARCH TECHNIQUES AS A
PROBLEM FOR EFFECTIVE RESEARCH DISSEMINATION.
ED 012 109
- NORTH DAKOTA UNIV., GRAND FORKS, SCH. OF EDUC.
REPORT ON DROPOUTS FROM NORTH DAKOTA PUBLIC HIGH SCHOOLS., A
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ED 012 332

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REMOTE HIGH SCHOOLS--THE REALITIES. ED 012 208
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BASIC COURSE IN HENDE. ED 012 018
BR-6-1491-2
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BR-5-8357
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EVALUATION OF THE 1965 SECONDARY SUMMER SCHOOL PROGRAM. OUSD-RR-7 ED 012 217
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- INSTRUMENTATION AND AUTOMATIC CONTROL, SUGGESTED TECHNIQUES FOR DETERMINING COURSES OF STUDY IN VOCATIONAL AND TECHNICAL EDUCATION PROGRAMS. OE-80043 ED 012 335
- INSTRUMENTATION TECHNOLOGY, A SUGGESTED 2-YEAR POST HIGH SCHOOL CURRICULUM. TECHNICAL EDUCATION PROGRAM SERIES, NUMBER 8. OE-80033 ED 012 337
- MECHANICAL DRAFTING AND DESIGN TECHNOLOGY, JOB DESCRIPTIONS AND SUGGESTED TECHNIQUES FOR DETERMINING COURSES OF STUDY IN VOCATIONAL EDUCATION PROGRAMS. OE-80000-MISC-3570-1 ED 012 321
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- OHIO'S PROGRAM FOR HEARING HANDICAPPED CHILDREN. ED 012 138
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(FULL NAME - CENTER FOR VOCATIONAL AND TECHNICAL EDUCATION.)
COMPILATION OF TECHNICAL EDUCATION INSTRUCTIONAL MATERIALS. SUPPLEMENT 1, NEW AND REVISED INFORMATIONAL RESOURCES. ED 012 340
- COMPILATION OF TECHNICAL EDUCATION MATERIALS. ED 012 341
- DEMAND FOR AND SELECTED SOURCES OF TEACHERS IN VOCATIONAL AND TECHNICAL EDUCATION, STATE DIRECTOR SURVEY.,THE ED 012 331
- OHIO STATE UNIV., COLUMBUS, RESEARCH FOUNDATION
ENGLISH AND MANDARIN CHINESE--DEFINITE AND INDEFINITE DETERMINERS AND MODIFYING CLAUSE STRUCTURES. POLA-11-1 ED 012 007
- INTERROGATION IN ENGLISH AND MANDARIN CHINESE. POLA-11-2 ED 012 008
- NOTION OF "EQUIVALENT SENTENCE STRUCTURE.",ON THE POLA-11-3 ED 012 009
- ORDERING OF PRE-NOMINAL MODIFIERS IN ENGLISH.,THE POLA-8-3 ED 012 005
- PROGRESS REPORT ON MANDARIN TONE STUDY. POLA-8-1 ED 012 003
- RESULTATIVE VERBS AND OTHER PROBLEMS. POLA-8-2 ED 012 004
- SOME COMIT SUBROUTINES FOR TESTING GENERATIVE GRAMMARS. POLA-13-3 ED 012 012
- SUBJECT AND OBJECT IN MANDARIN. POLA-13-2 ED 012 011
- TOWARD A MODERN THEORY OF CASE. POLA-13-1 ED 012 010

- OHIO STATE UNIV., COLUMBUS, RESEARCH FOUNDATION (CONTINUED)
TWO ASPECT MARKERS IN MANDARIN.
POLA-8-4 ED 012 006
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STUDY OF THE EFFECT OF SELECTED CHARACTERISTICS IN FARM
MECHANICS RETRAINING SCHOOLS UNDER THE AREA REDEVELOPMENT
ACT IN OKLAHOMA.,A
RB-4 ED 012 300
- OKLAHOMA STATE UNIV., STILLWATER, AGRIC.-APPL.SCI.
OKLAHOMA VOCATIONAL RESEARCH COORDINATING UNIT.
BR-8-D139 ED 012 343
- SHEET METAL WORKER, A SUGGESTED TRAINING COURSE.
ED 012 336
- STUDY OF THE EFFECT OF SELECTED CHARACTERISTICS IN FARM
MECHANICS RETRAINING SCHOOLS UNDER THE AREA REDEVELOPMENT
ACT IN OKLAHOMA.,A
ED 012 300
- OREGON UNIV., EUGENE
ERIC CLEARINGHOUSE ON EDUCATIONAL ADMINISTRATION
NUMBER AND SUBJECT INDEX OF SELECTED DOCUMENTS ON HIGHER
EDUCATION.
ED 012 110
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PARIS (FRANCE)
HIGHER EDUCATION AND THE DEMAND FOR SCIENTIFIC MANPOWER IN
THE UNITED STATES, OECD REVIEWS OF NATIONAL POLICIES FOR
SCIENCE AND EDUCATION.
ED 012 240
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OUTWARD BOUND IN THE MAINSTREAM OF AMERICAN EDUCATION, A
SYNOPSIS OF SIX OUTWARD BOUND MAINSTREAM PROJECTS.
ED 012 286
- PEACE CORPS, WASHINGTON, D.C.
AFTER THE PEACE CORPS--THE RETURNEE CAREER PICTURE.
ED 012 259
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(FORMERLY NAMED PENNSYLVANIA STATE COLL. - 1953.)
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A WORKING PAPER.
ED 012 097
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LOS COLEGIOS REGIONALES, OPORTUNIDADES DE ESTUDIO EN
INSTITUCIONES DE NIVEL UNIVERSITARIO. (THE REGIONAL
COLLEGES, OPPORTUNITIES FOR STUDY IN UNIVERSITY LEVEL
INSTITUTIONS).
ED 012 173
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ANNOTATED BIBLIOGRAPHY OF RAND PUBLICATIONS IN COMPUTATIONAL
LINGUISTICS.
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INFORMATION FROM ANNOTATED TEXT.
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STUDY OF THE EFFECT OF A FIRST GRADE LISTENING INSTRUCTIONAL
PROGRAM UPON ACHIEVEMENT IN LISTENING AND READING.,A
BR-6-8469 ED 012 232
- SAN DIEGO STATE COLL., CALIF.
BUREAU OF BUSINESS AND ECONOMIC RESEARCH
AUDIO-VISUAL AIDS FOR AUTONATION.
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TEACHERS OF INDUSTRIAL SUBJECTS. FINAL REPORT.
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PROGRAMS, PART I, PART II.
ED 012 280
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THE TRAINING OR RETRAINING OF TEACHERS OF FRENCH.
BR-5-0252-TR-1 ED 011 934
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STANFORD-CHUAKI-KOHS TACTILE BLOCK DESIGN INTELLIGENCE TEST
FOR THE BLIND. PART ONE-FINAL REPORT.
ED 012 119

- STATE UNIV. OF N.Y., ITHACA
COLL. OF AGRICULTURE AT CORNELL UNIVERSITY
(CORNELL UNIV., ITHACA, N.Y., COLL. OF AGRICULTURE)
EDUCATIONAL NEEDS OF BEGINNING DAIRY FARM OPERATORS IN NEW YORK, 1963.
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ED 012 302
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EIGHT WEEK SUMMER INSTITUTE TRAINING PROGRAM TO TRAIN INSTRUCTORS OF INSTRUMENTATION TECHNOLOGY., AN
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- STOCKTON UNIFIED SCHOOL DISTRICT, CALIF.
CURRICULUM GUIDE--TRAINABLE RETARDED.
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SP-2345-002-00 ED 012 092
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ED 012 312
- TEXAS CHRISTIAN UNIV., FORT WORTH
INSTITUTE OF BEHAVIORAL RESEARCH
PEER ACCEPTANCE-REJECTION AND PERSONALITY DEVELOPMENT.
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ED 011 993
- UNIVERSITY CITY SCHOOL DISTRICT, MO.
ENVISIONING A NEW KIND OF SCHOOL, A PLAN FOR REDESIGNING A TOTAL SCHOOL PROGRAM.
ED 012 196
- UNIVERSITY SYSTEM OF GEORGIA, ATLANTA
COMPARISON OF TERMINAL WITH COLLEGE PARALLEL FEMALES AT GEORGIA SOUTHWESTERN COLLEGE., A
US6-RB-4-66 ED 012 170
- PREDICTING GRADES FROM BELOW CHANCE TEST SCORES.
US6-RB-3-66 ED 012 082
- UTAH STATE RES. COORD. UNIT FOR VOC.-TECH. EDUC.
FOLLOW-UP SURVEY OF HIGH SCHOOL VOCATIONAL GRADUATES. FINAL REPORT.
ED 012 329
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SELECTED CHARACTERISTICS OF THE MENTALLY RETARDED CLIENTS REHABILITATED.
ED 012 113
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TWO-YEAR LONGITUDINAL STUDY TO DETERMINE THE ABILITY OF FIRST GRADE CHILDREN TO LEARN TO READ USING THE EARLY-TO-READ I/T/A, A RESEARCH SUMMARY., A
WOSSPI-RR-07-07 ED 012 229
- WASHINGTON STATE BOARD OF EDUCATION, OLYMPIA
LONG-RANGE PLAN FOR THE DEVELOPMENT OF THE COMMUNITY COLLEGE SYSTEM IN THE STATE OF WASHINGTON.
ED 012 164
- WASHINGTON STATE UNIV., PULLMAN
ANALYSIS OF A TRAINING PROGRAM FOR WASHINGTON'S NEW 4-H LEADERS., AN
ED 012 001
- WASHINGTON UNIV., ST. LOUIS, UNIVERSITY COLL.
TEST OF ADULT COLLEGE APTITUDE (TACA). MANUAL FOR ADMINISTRATION, SCORING AND INTERPRETATION.
ED 011 985
- WISCONSIN STATE DEPT. OF PUB. INSTR., MADISON
REVIEW OF NEW SCIENCE CURRICULUM MATERIALS., A
ED 012 239
- WISCONSIN STATE UNIV., RIVER FALLS
SURVEY OF SPEECH EDUCATION IN NORTHWESTERN WISCONSIN HIGH SCHOOLS., A
ED 012 190
- WISCONSIN UNIV., MADISON
ADULT AND EXTENSION ART EDUCATION, DISCUSSIONS OF PROBLEMS IN A GROWING FIELD.
ED 011 993
- REVIEW AND PROSPECTUS, FIRST ANNUAL REPORT OF THE RESEARCH AND DEVELOPMENT CENTER FOR LEARNING AND RE-EDUCATION.
BR-5-0216-1 ED 011 943

- WISCONSIN UNIV., MADISON
INSTITUTE FOR RESEARCH ON POVERTY
DETERMINANTS OF SCHOOL ENROLLMENT AND SCHOOL PERFORMANCE.
ED 012 091
- WISCONSIN UNIV., MADISON
RES. AND DEV. CTR. FOR LEARNING AND RE-EDUCATION
ANXIETY AND MOTIVATION AS FACTORS IN INHIBITORY POTENTIAL.
BR-5-0216-4 ED 011 945
- CASE--A PROGRAM FOR SIMULATION OF CONCEPT LEARNING.
BR-5-0216-11 ED 011 951
- CLOSING THE GAP - RESEARCH AND PRACTICE.
BR-5-0216-8 ED 011 949
- ONE ROOM SATELLITE.,THE
BR-5-0216-6 ED 011 947
- ORDER OF SOLUTIONS IN AMBIGUOUS ANAGRAMS AS A FUNCTION OF
WORD FREQUENCY OF THE SOLUTION WORDS.
BR-5-0216-5 ED 011 946
- PATTERNS FOR LEARNING.
BR-5-0216-9 ED 011 950
- REACTIVE INHIBITION (THE HULLIAN CONSTRUCT) AND ACHIEVEMENT
IN READING.
BR-5-0216-7 ED 011 948
- RELATIONSHIP OF RACE, SEX AND GRADE TO RESPONSES, TO VERBAL
AND PICTORIAL STIMULI. PART II, A STUDY IN SMALL SOUTHERN
CITIES.
BR-5-0216-3 ED 011 944
- WOMENS EDUCATIONAL AND INDUSTRIAL UNION, BOSTON
ORIENTATION HELD FOR NEW MEMBERS OF PARTNERSHIP TEACHING
PROGRAM.
ED 012 255
- WORLD CONFED. OF ORGAN. OF THE TEACHING PROFESSION
WASHINGTON, D.C.
SURVEY OF THE STATUS OF THE TEACHING PROFESSION IN THE
AMERICAS.
ED 012 260
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(FULL NAME - ERIC CLEARINGHOUSE FOR URBAN
DISADVANTAGED.)
PRESCHOOL EDUCATION, A SELECTED BIBLIOGRAPHY.
ED 012 293
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(FULL NAME - FERKAUF GRAD. SCHOOL OF HUMANITIES
AND SOCIAL SCIENCES.)
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ON COLLEGE AND UNIVERSITY PROGRAMS FOR TEACHERS OF THE
DISADVANTAGED (YESHIVA UNIVERSITY, APRIL 10-11, 1967).
ED 012 271
- LEARNING PATTERNS IN THE DISADVANTAGED.
ED 012 291

PROGRAMS AND PROSPECTS FOR OUT-OF-SCHOOL YOUTH--SCHOOL DROPOUTS AND HIGH-SCHOOL GRADUATES.

ED 012 296

SUBJECT
INDEX

This index lists the titles of reports under the major subject terms that have been assigned to characterize their contents. The subjects, which conform to those presented in the Thesaurus of ERIC Descriptors, are in alphabetical order.

As shown in the example below, the accession number is displayed below and to the right of the title. Additional information about the report can be found under that number in the resume section.

AUDIOVISUAL AIDS

OPTIMUM PHYSICAL VIEWING CONDITIONS FOR A REAR
PROJECTION DAYLIGHT SCREEN, A STUDY OF THE
CRP-234 ED 000 000

Accession Number



ABLE STUDENTS

SCIENCE FOR THE ACADEMICALLY TALENTED STUDENT IN THE SECONDARY SCHOOL, REPORT OF A CONFERENCE SPONSORED JOINTLY BY THE NATIONAL EDUCATION ASSOCIATION PROJECT ON THE ACADEMICALLY TALENTED STUDENT AND THE NATIONAL SCIENCE TEACHERS ASSOCIATION.

ED 012 246

ABSTRACT REASONING

ABSTRACT FUNCTIONING IN THE BLIND.

AFD-RES-SER-11

ED 012 132

ACADEMIC ABILITY

TEST OF ADULT COLLEGE APTITUDE (TACA). MANUAL FOR ADMINISTRATION, SCORING AND INTERPRETATION.

ED 011 985

ACADEMIC ACHIEVEMENT

A STUDY OF THE EFFECTS OF EXPERIMENTAL PROGRAMS ON PUPIL ACHIEVEMENT OBSERVED DURING FIRST THREE YEARS OF THE PROJECT, SECONDARY MATHEMATICS EVALUATION PROJECT. INTERIM REPORT.

MNL-TR-86-4

ED 011 977

NON-INTELLECTIVE PREDICTORS OF ACHIEVEMENT IN COLLEGE.

NMBC-RR-VOL-1-NO-6

ED 012 084

WHAT RESEARCH TELLS US ABOUT THE EFFECTS OF FLES.

ED 012 196

OCCUPATIONAL CHOICES OF RURAL YOUTH.

ED 012 204

THE DIFFERENTIAL EFFECT OF INTERIM TESTING IN THE USE OF AN AUTO-INSTRUCTIONAL PROGRAM IN AN AREA OF GENERAL SCIENCE FOR TEACHERS.

ED 012 252

THE INFLUENCE OF INDUSTRIAL ARTS EXPERIENCE ON GRADES EARNED IN POST-HIGH SCHOOL TRADE AND TECHNICAL CURRICULUMS.

CRP-2050

ED 012 324

ACADEMIC PERFORMANCE

DETERMINANTS OF SCHOOL ENROLLMENT AND SCHOOL PERFORMANCE.

ED 012 091

UNDERGRADUATE TRANSFER STUDENTS AT THE UNIVERSITY OF MISSISSIPPI 1963-1966.

ED 012 098

STUDENTS SEEKING TRANSFER FROM JUNIOR COLLEGES IN GEORGIA.

ED 012 181

ACADEMIC STANDARDS

STUDY OF INSTITUTIONAL POLICIES REGARDING ACCEPTANCE OF TRANSFER OF CREDIT FROM TECHNICAL-TERMINAL PROGRAMS IN JUNIOR COLLEGES.

ED 012 178

ACHIEVEMENT GAINS

COMPARISON OF PERFORMANCE BY "FLES" PROGRAM STUDENTS AND REGULAR FRENCH III STUDENTS ON MODERN LANGUAGE ASSOCIATION TESTS.

ED 012 145

ACHIEVEMENT TESTS

ANALYSIS OF THE TESTING PROGRAM - NETA PROJECT.

ED 012 211

ACOUSTIC PHONETICS

PROGRESS REPORT ON MANDARIN TONE STUDY.

POLA-8-1

ED 012 003

ADMINISTRATION

ADULT EDUCATION IN FRANCE.

ED 011 992

ADMINISTRATIVE ORGANIZATION

STRUCTURE AS A DETERMINANT OF DEMOCRATIC ADMINISTRATION.

ED 012 172

ADMINISTRATIVE PERSONNEL

EDP AND THE SCHOOL ADMINISTRATOR.

ED 012 093

DESIGN FOR AN ACADEMIC MATCHING SERVICE.

ED 012 108

A PREFERRED ORDER FOR STUDYING CURRENT PROBLEMS IN MINNESOTA'S TRADE AND TECHNICAL PROGRAM.

ED 012 307

ADMINISTRATIVE POLICY

HANDBOOK ON ADULT EDUCATION IN CALIFORNIA.

ED 011 986

ADMINISTRATIVE PROBLEMS

KEYSORT - AN AID TO UNIVERSITY HOUSING.

ED 012 102

ADMINISTRATOR ATTITUDES

VALUES AND ATTITUDES OF VOCATIONAL REHABILITATION PERSONNEL TOWARD THE REHABILITATION COUNSELOR'S JOB.

ED 012 091

A COMPARATIVE ANALYSIS OF THE JUNIOR COLLEGE DEAN'S LEADERSHIP BEHAVIOR.

ED 012 175

VOCATIONAL EDUCATION AND CHANGING NEEDS, A PROPOSED COMPREHENSIVE AREA VOCATIONAL SCHOOL TO MEET CHANGING NEEDS IN KENTUCKY.

ED 012 305

ADMINISTRATOR ROLE

THE EMERGENT ROLES OF THE TEACHER AND THE AUTHORITY STRUCTURE OF THE SCHOOL.

BR-5-0252-3

ED 011 937

ADMINISTRATOR ROLE

(CONTINUED)

A COMPARATIVE ANALYSIS OF THE JUNIOR COLLEGE DEAN'S
LEADERSHIP BEHAVIOR.

ED 012 175

ADMISSION (SCHOOL)VIRGINIA STATE-CONTROLLED INSTITUTIONS OF HIGHER
EDUCATION, FALL 1966. STUDENT ADMISSIONS, PART 1.

ED 012 183

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ED 012 170

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ED 012 055

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ED 012 056

FUNDAMENTALS OF STATISTICAL DECISION THEORY.

ED 012 057

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THE ADULT YEARS.

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RS-5

ED 012 328

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ED 012 178

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THE IDENTIFICATION OF KINDERGARTEN CHILDREN LEAST LIKELY
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SELECTIVE AUDIO-VISUAL INSTRUCTION FOR MENTALLY RETARDED
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ED 012 176

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ED 012 212

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A COMPARISON OF THE COMMUTING AND NON-COMMUTING STUDENT.

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ED 012 148

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ED 012 165

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THE CHANGING ROLE OF THE LIBRARY ON THE JUNIOR COLLEGE
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ED 012 185

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ED 012 173

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ED 012 184

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A COMPARISON OF THE COMMUTING AND NON-COMMUTING STUDENT.

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RS-3

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DROPOUT PROBLEMSA COMPARATIVE STUDY OF OFFICIAL AND UNOFFICIAL CLASS
WITHDRAWALS AT LOS ANGELES VALLEY COLLEGE, EVENING
DIVISION, SPRING SEMESTER 1963.
RES-MONGR-8-2

ED 012 187

DROPOUT RATEA COMPARATIVE STUDY OF OFFICIAL AND UNOFFICIAL CLASS
WITHDRAWALS AT LOS ANGELES VALLEY COLLEGE, EVENING
DIVISION, SPRING SEMESTER 1963.
RES-MONGR-8-2

ED 012 187

DROPOUT RESEARCHA COMPARATIVE STUDY OF OFFICIAL AND UNOFFICIAL CLASS
WITHDRAWALS AT LOS ANGELES VALLEY COLLEGE, EVENING
DIVISION, SPRING SEMESTER 1963.
RES-MONGR-8-2

ED 012 187

DROPOUTSEDUCATION AND THE DEVELOPMENT OF IN-RESIDENCE TRAINING
PROGRAMS, PART I, PART II.

ED 012 280

THE BLOOMINGDALE PROJECT, REPORT OF A DEMONSTRATION
ON-THE-JOB TRAINING PROGRAM.

ED 012 290

PROGRAMS AND PROSPECTS FOR OUT-OF-SCHOOL YOUTH--SCHOOL
DROPOUTS AND HIGH-SCHOOL GRADUATES.

ED 012 296

EDUCATIONAL ATTAINMENT OF JOBBEEKERS REGISTERED FOR
EMPLOYMENT WITH THE OHIO STATE EMPLOYMENT SERVICE, APRIL
25, 1965.

ED 012 298

A REPORT ON DROPOUTS FROM NORTH DAKOTA PUBLIC HIGH SCHOOLS.
NDU-RR-1

ED 012 332

EARTH SCIENCE

ANNOTATED BIBLIOGRAPHY OF GEOLOGICAL EDUCATION.

ED 012 248

DIRECTORY OF GEOSCIENCE DEPARTMENTS - UNITED STATES AND
CANADA.

ED 012 249

ECONOMIC DEVELOPMENT

SCIENCE AND TECHNOLOGY AS DEVELOPMENT FACTORS.

ED 012 244

ECONOMIC DISADVANTAGEMENT

INDIANS IN THE LAND OF PLENTY.

ED 012 191

ECONOMIC FACTORS

A STUDY OF THE LUMBER INDUSTRY IN IDAHO, PART I.

ED 012 326

ECONOMIC STATUS

SURVEY OF THE STATUS OF THE TEACHING PROFESSION IN THE AMERICAS.

ED 012 260

ECONOMICALLY DISADVANTAGED

KNOWING AND EDUCATING THE DISADVANTAGED, AN ANNOTATED BIBLIOGRAPHY.

CRP-S-173

ED 012 169

EDUCATION AND THE DEVELOPMENT OF IN-RESIDENCE TRAINING PROGRAMS, PART I, PART II.

ED 012 280

ECONOMICS

YOUTH AND MONEY.

ED 012 201

MAN, MOSQUITOES AND MICROBES.

ED 012 205

TEACHING ECONOMIC UNDERSTANDINGS IN BUSINESS COURSES, A REPORT OF A WORKSHOP.

ED 012 316

EDUCABLE MENTALLY HANDICAPPED

WORK-STUDY FOR SLOW LEARNERS IN OHIO, SELECTED TRAINING MATERIALS FOR USE IN OHIO INSTITUTES ON WORK-STUDY PROGRAMS.

ED 012 112

SELECTIVE AUDIO-VISUAL INSTRUCTION FOR MENTALLY RETARDED PUPILS.

ED 012 118

TRAINING THE CUSTODIAN'S ASSISTANT.

ED 012 121

EMPLOYMENT ORIENTATION AND RELATED FIELDS, A CURRICULUM GUIDE. FOR TEACHERS OF HIGH SCHOOL AGE EDUCABLES.

ED 012 123

THE DEVELOPMENT AND EVALUATION OF THREE TYPES OF PHYSICAL EDUCATION PROGRAMS FOR EDUCABLE MENTALLY RETARDED BOYS. FINAL REPORT.

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ED 012 230

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DEVELOPING CURRICULUM FOR INDIAN CHILDREN.

ED 012 189

KNOWING AND EDUCATING THE DISADVANTAGED, AN ANNOTATED BIBLIOGRAPHY.

CRP-S-173

ED 012 169

OCCUPATIONAL CHOICES OF RURAL YOUTH.

ED 012 204

HOPE FOR CONNECTICUT'S DISADVANTAGED CHILDREN, A SCHOOL ADMINISTRATORS'S GUIDE TO STATE AND FEDERAL PROGRAMS FOR EDUCATING DEPRIVED CHILDREN.

CSDE-BULL-98

ED 012 276

EDUCATION AND THE DEVELOPMENT OF IN-RESIDENCE TRAINING PROGRAMS, PART I, PART II.

ED 012 280

CULTURE IN AMERICAN EDUCATION--ANTHROPOLOGICAL APPROACHES TO MINORITY AND DOMINANT GROUPS IN THE SCHOOLS.

ED 012 285

EDUCATION MAJORS

THE ELEMENTARY EDUCATION SELECTION RESEARCH PROJECT.

ED 012 254

EDUCATIONAL ADMINISTRATION

RESEARCH FINDINGS ON THE ACADEMIC ADMINISTRATION INTERNSHIP PROGRAM.

ED 012 101

EDUCATIONAL BACKGROUND

EMPLOYMENT OPPORTUNITIES FOR WOMEN IN ALASKA, A COLLECTION OF DATA PERTAINING TO KNOWLEDGE AND SKILLS OF HOME ECONOMICS AND HOW THESE CONTRIBUTE TO WAGE-EARNING OCCUPATIONS.

ED 012 304

EDUCATIONAL CERTIFICATES

REGULATIONS AND SYLLABUSES 1967.

ED 012 242

EDUCATIONAL CHANGE

SOCIAL FACTORS IN THE ADOPTION OF NEW TEACHING-LEARNING TECHNIQUES IN THE ELEMENTARY SCHOOL. ACCEPTANCE OF NEW EDUCATION PRACTICES BY ELEMENTARY SCHOOL TEACHERS.

ER-33

ED 011 959

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UNDERSTANDING AND TEACHING THE CULTURALLY DEPRIVED CHILD, AN OVERVIEW GUIDE FOR LEBANON CLASSROOM TEACHERS.

ED 012 192

EDUCATIONAL FINANCE

SUMMARY OF THE COORDINATING COUNCIL FOR HIGHER
EDUCATION'S REPORT ON JUNIOR COLLEGE CAPITAL OUTLAY.

ED 012 180

EDUCATIONAL IMPROVEMENT

THE EDUCATIONAL INSTITUTION AS A SYSTEM--A PROPOSED
GENERALIZED PROCEDURE FOR ANALYSIS.

ED 012 105

EDUCATIONAL INTEREST

ADULT EDUCATION IN METROPOLITAN TORONTO, A SITUATION
REPORT.

ED 011 999

EDUCATIONAL LEGISLATION

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BOARD OF EDUCATION.

ED 012 179

EDUCATIONAL NEEDS

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ED 012 111

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BULL-10087

ED 012 301

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STATE.

ED 012 302

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EMPLOYMENT OPPORTUNITIES AND TECHNICAL EDUCATION NEEDS.
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EDUCATIONAL OBJECTIVES

A COMPARISON OF THE COMMUTING AND NON-COMMUTING STUDENT.
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ADULT EDUCATION IN FRANCE.

ED 011 992

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YOUTH.

ED 012 058

EDUCATIONAL PLANNING

PLANNING IN HIGHER EDUCATION.

ED 012 090

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INSTITUCIONES DE NIVEL UNIVERSITARIO. (THE REGIONAL
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INSTITUTIONS).

ED 012 173

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BOARD OF EDUCATION.

ED 012 179

SUMMARY OF THE COORDINATING COUNCIL FOR HIGHER
EDUCATION'S REPORT ON JUNIOR COLLEGE CAPITAL OUTLAY.

ED 012 180

LONG-RANGE PLAN FOR THE DEVELOPMENT OF THE COMMUNITY
COLLEGE SYSTEM IN THE STATE OF WASHINGTON.

ED 012 184

EDUCATIONAL POLICY

HIGHER EDUCATION AND THE DEMAND FOR SCIENTIFIC MANPOWER
IN THE UNITED STATES, OECD REVIEWS OF NATIONAL POLICIES
FOR SCIENCE AND EDUCATION.

ED 012 240

EDUCATIONAL PRINCIPLES

PATTERNS FOR LEARNING.
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ED 011 950

EDUCATIONAL PROBLEMS

A PREFERRED ORDER FOR STUDYING CURRENT PROBLEMS IN
MINNESOTA'S TRADE AND TECHNICAL PROGRAM.

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RESEARCH PROBLEMS IN VOCATIONAL EDUCATION, CONFERENCE
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ED 012 210

EDUCATIONAL PSYCHOLOGY

PSYCHOLOGICAL CONCEPTIONS OF TEACHING.
BR-5-0252-5

ED 011 939

PSYCHOLOGICAL AND EDUCATIONAL FACTORS IN TRANSFER OF
TRAINING. QUARTERLY REPORTS 8 AND 9.
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ED 011 960

EDUCATIONAL RESEARCH

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ED 011 938

PATTERNS FOR LEARNING.
BR-5-0216-9

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TRAINING. QUARTERLY REPORTS 8 AND 9.
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ED 011 960

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GENERAL LITERATURE.

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TEACHER EDUCATION AND THE NEW MEDIA.

BR-9-1348 ED 011 980

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DEVELOPMENT COORDINATING UNIT FINAL REPORT.

BR-6-3030 ED 011 981

TRAINING FOR RESEARCH UTILIZATION.

ED 012 103

THE EXPERIMENT IN RESEARCH ON EVALUATION OF INSTRUCTION.

CSEIP-WP-2 ED 012 107

TEACHERS' LACK OF FAMILIARITY WITH RESEARCH TECHNIQUES AS
A PROBLEM FOR EFFECTIVE RESEARCH DISSEMINATION.

ED 012 109

EDUCATIONAL RESEARCH MANPOWER--PROJECTED NEEDS.

ED 012 111

REVIEW OF RESEARCH STUDIES IN SCIENCE EDUCATION.

ED 012 235

A THEORETICAL MODEL FOR RESEARCH IN EDUCATION.

ED 012 256

RESEARCH INFORMATION--NATIONAL, STATE, AND LOCAL NEEDS,
ROLES AND SERVICES AS VIEWED BY KENTUCKY LOCAL SYSTEM
DISTRICT PERSONNEL.

ED 012 269

LEARNING PATTERNS IN THE DISADVANTAGED.

ED 012 291

REPORT OF A FIVE-STATE OCCUPATIONAL EDUCATION RESEARCH
AND DEVELOPMENT PLANNING CONFERENCE.

ED 012 317

PROPOSAL FOR ESTABLISHMENT OF PROTOTYPE OCCUPATIONAL AND
RESEARCH DEVELOPMENT COORDINATING UNIT.

BR-5-0109 ED 012 330

ESTABLISHING A CENTER FOR RESEARCH IN VOCATIONAL AND
TECHNICAL EDUCATION.

BR-5-0093 ED 012 333

OKLAHOMA VOCATIONAL RESEARCH COORDINATING UNIT.

BR-5-0159 ED 012 343

EDUCATIONAL RESOURCES

SUMMARY OF THE COORDINATING COUNCIL FOR HIGHER
EDUCATION'S REPORT ON JUNIOR COLLEGE CAPITAL OUTLAY.

ED 012 180

EDUCATIONAL RESPONSIBILITY

ADULT EDUCATION AND THE AUSTRALIAN UNIVERSITIES.

ED 011 903

EDUCATIONAL STATUS COMPARISON

EDUCATIONAL ATTAINMENT OF PARENTS AS RELATED TO STUDENTS'
FEELINGS ABOUT SELF AND FAMILY.

MHP-BULL-33 ED 012 080

EDUCATIONAL STRATEGIES

LEARNING PATTERNS IN THE DISADVANTAGED.

ED 012 291

EDUCATIONAL TELEVISION

ADULT EDUCATION AND TELEVISION, A COMPARATIVE STUDY IN
CANADA, CZECHOSLOVAKIA, AND JAPAN.

ED 011 993

EDUCATIONAL TRENDS

PRELIMINARY INVESTIGATION OF COMMUNICATION-LINKED
TECHNIQUES FOR OFF-CAMPUS TEACHING OF VOCATIONAL AND
TECHNICAL SUBJECTS.

BR-6-8254 ED 011 971

EDUCATIONALLY DISADVANTAGED

SPANISH-AMERICAN SCHOOLS IN THE 1960'S.

ED 012 194

EFFECTIVE TEACHING

THE CONTINUING SEARCH FOR CRITERIA.

AACTE-PAPER-3 ED 012 237

ADAPTING TEACHER STYLE TO PUPIL DIFFERENCES--TEACHERS FOR
DISADVANTAGED CHILDREN.

ED 012 274

ELECTRONIC CLASSROOMS

PRELIMINARY INVESTIGATION OF COMMUNICATION-LINKED
TECHNIQUES FOR OFF-CAMPUS TEACHING OF VOCATIONAL AND
TECHNICAL SUBJECTS.

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ELECTRONIC DATA PROCESSING

EDP AND THE SCHOOL ADMINISTRATOR.

ED 012 093

ELEMENTARY EDUCATION

RESEARCH ABSTRACTS, VOLUME VI.

ED 012 218

ELEMENTARY GRADES

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READING REMEDIATION.

ED 012 218

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ELEMENTARY GRADES

(CONTINUED)
TEACHING THE EDUCABLE MENTALLY RETARDED CHILD TO READ.
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CRITERIA FOR SELECTING MATERIALS TO TEACH READING.
ED 012 231

ELEMENTARY SCHOOL GUIDANCE

FIFTEEN PILOT PROGRAMS IN ELEMENTARY GUIDANCE IN THE
STATE OF INDIANA 1965-66.
ISDPI-BULL-253 ED 012 072

ELEMENTARY SCHOOL MATHEMATICS

THE CHANGING SCHOOL CURRICULUM.
ED 012 247

ELEMENTARY SCHOOL SCIENCE

RETHINKING SCIENCE EDUCATION, THE FIFTY-NINTH YEARBOOK OF
THE NATIONAL SOCIETY FOR THE STUDY OF EDUCATION, PART I.
ED 012 233

THE PSYCHOLOGICAL BASES OF SCIENCE--A PROCESS APPROACH.
AAAS-NISC-PUB-65-8 ED 012 236

PURCHASE GUIDE FOR PROGRAMS IN SCIENCE AND MATHEMATICS.
ED 012 237

A REVIEW OF NEW SCIENCE CURRICULUM MATERIALS.
ED 012 239

GUIDELINES FOR SCIENCE AND MATHEMATICS IN THE PREPARATION
PROGRAM OF ELEMENTARY SCHOOL TEACHERS.
ED 012 243

THE CHANGING SCHOOL CURRICULUM.
ED 012 247

NATURE CENTERS AND OUTDOOR EDUCATION FACILITIES.
ED 012 250

THE NEW SCHOOL SCIENCE, A REPORT TO SCHOOL ADMINISTRATORS
ON REGIONAL ORIENTATION CONFERENCES IN SCIENCE.
AAAS-NISC-PUB-63-6 ED 012 251

ELEMENTARY SCHOOL TEACHERS

ORIENTATION HELD FOR NEW MEMBERS OF PARTNERSHIP TEACHING
PROGRAM.
ED 012 255

THE RELATIONSHIP BETWEEN TEACHER MORALE AND
ORGANIZATIONAL CLIMATE.
ED 012 266

ELEMENTARY SCHOOLS

FIFTEEN PILOT PROGRAMS IN ELEMENTARY GUIDANCE IN THE
STATE OF INDIANA 1965-66.
ISDPI-BULL-253 ED 012 072

EMOTIONAL ADJUSTMENT

PREVENTIVE ACTION IN COLLEGE MENTAL HEALTH.
ED 012 070

EMOTIONAL EXPERIENCE

AN EXPERIMENTAL STUDY OF THE EFFECTS OF TAPE LISTENING ON
CERTAIN MODES OF FUNCTIONING IN STUDENT COUNSELORS.
ED 012 067

EMOTIONALLY DISTURBED

MENTAL HEALTH OF CHILDREN, THE CHILD PROGRAM OF THE
NATIONAL INSTITUTE OF MENTAL HEALTH.
PHS-PUB-1396 ED 012 114

EMPLOYEES

A STUDY OF THE LUMBER INDUSTRY IN IDAHO, PART II.
ED 012 327

EMPLOYER ATTITUDES

HIGH SCHOOL ORIENTATION PROGRAM--A FOUR-PHASE PROGRAM OF
SCHOOL COOPERATION.
ED 012 059

A STUDY OF THE EDUCATIONAL NEEDS FOR WORKERS ENGAGED IN
OCCUPATIONS IN OFF-FARM AGRICULTURAL BUSINESSES IN
ALABAMA.
ED 012 297

VOCATIONAL EDUCATION AND CHANGING NEEDS, A PROPOSED
COMPREHENSIVE AREA VOCATIONAL SCHOOL TO MEET CHANGING
NEEDS IN KENTUCKY.
ED 012 305

EMPLOYMENT

A STUDY OF THE ASPIRATIONS OF MARRIED WOMEN COLLEGE
GRADUATES.
BR-5-6357 ED 012 345

EMPLOYMENT EXPERIENCE

THE DOCTORATE IN ADULT EDUCATION, 1935-1965.
ED 011 994

THE JUNIOR COLLEGE PROGRAM OF INSTRUCTION AND THE
EMPLOYMENT EXPERIENCES OF GRADUATES.
CU-1966-2 ED 012 160

EMPLOYMENT OPPORTUNITIES

A STUDY OF THE EDUCATIONAL NEEDS FOR WORKERS ENGAGED IN
OCCUPATIONS IN OFF-FARM AGRICULTURAL BUSINESSES IN
ALABAMA.
ED 012 297

EMPLOYMENT OPPORTUNITIES FOR WOMEN IN ALASKA, A
COLLECTION OF DATA PERTAINING TO KNOWLEDGE AND SKILLS OF
HOME ECONOMICS AND HOW THESE CONTRIBUTE TO WAGE-EARNING
OCCUPATIONS.
ED 012 364

EMPLOYMENT OPPORTUNITIES

(CONTINUED)

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EMPLOYMENT OPPORTUNITIES AND TECHNICAL EDUCATION NEEDS.
TERS-VOL-7-NO-1 ED 012 310

EMPLOYMENT OPPORTUNITIES IN NEW MEXICO AND WEST TEXAS FOR
GRADUATES OF A TWO-YEAR PROGRAM IN APPLIED HORTICULTURE
AND AGRICULTURAL MACHINERY. ED 012 339

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EMPLOYMENT PRACTICES

A GUIDANCE PROJECT TO INVESTIGATE CHARACTERISTICS,
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EMPLOYMENT EXPERIENCES OF GRADUATES. ED 012 168
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EMPLOYMENT QUALIFICATIONS

HIGH SCHOOL ORIENTATION PROGRAM--A FOUR-PHASE PROGRAM OF
SCHOOL COOPERATION. ED 012 059

VOCATIONAL COMPETENCIES NEEDED FOR EMPLOYMENT IN THE FEE
INDUSTRY, A REPORT OF RESEARCH SUPPORTED BY THE MICHIGAN
STATE ALL-UNIVERSITY RESEARCH FUND, 1963-64. ED 012 299
ER-22

A STUDY OF THE LUMBER INDUSTRY IN IDAHO, PART II.
ED 012 327

EMPLOYMENT SERVICES

DESIGN FOR AN ACADEMIC MATCHING SERVICE. ED 012 108

EMPLOYMENT STATISTICS

SELECTED CHARACTERISTICS OF THE MENTALLY RETARDED CLIENTS
REHABILITATED. ED 012 113

OCCUPATIONS IN COLORADO. PART I, OUTLOOK BY INDUSTRIES.
ED 012 314

EMPLOYMENT TRENDS

OCCUPATIONAL NEEDS FOR VOCATIONAL AND TECHNICAL EDUCATION
FOR NEW MEXICO. SUMMARY. ED 012 311
NHSU-PUB-8

POST HIGH SCHOOL DISTRIBUTIVE EDUCATION IN BUCKS COUNTY,
PENNSYLVANIA, A FEASIBILITY STUDY. ED 012 312

OCCUPATIONS IN COLORADO. PART I, OUTLOOK BY INDUSTRIES.
ED 012 314

A STUDY OF THE LUMBER INDUSTRY IN IDAHO, PART I.
ED 012 326

ENGINEERING TECHNICIANS

CIVIL TECHNOLOGY, HIGHWAY AND STRUCTURAL OPTIONS, A
SUGGESTED 2-YEAR POST HIGH SCHOOL CURRICULUM. TECHNICAL
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OE-80041

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ENGLISH

THE ORDERING OF PRE-NOMINAL MODIFIERS IN ENGLISH.
POLA-8-3 ED 012 005

ENGLISH AND MANDARIN CHINESE--DEFINITE AND INDEFINITE
DETERMINERS AND MODIFYING CLAUSE STRUCTURES. ED 012 007
POLA-11-1

INTERROGATION IN ENGLISH AND MANDARIN CHINESE.
POLA-11-2 ED 012 008

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(L-Z). ED 012 045
BR-5-0944-2

NOTES ON SPANISH INTONATION. ED 012 149

ENGLISH IN DEPTH, A PROMISING PRACTICE DEVELOPED BY THE
WELLS HIGH SCHOOL. ED 012 198

CUE, ENGLISH HUMANITIES MEDIA GUIDE. ED 012 199

ENGLISH (SECOND LANGUAGE)

SOME ASPECTS OF URBAN PROGRAMMING FOR RURAL IN-MIGRANT
YOUTH. ED 012 207

ENGLISH CURRICULUM

A NEW APPROACH TO CURRICULUM EVALUATION. ED 011 984
CRP-426

A SENIOR HIGH CURRICULUM IN ENGLISH FOR ABLE
COLLEGE-BOUND STUDENTS. VOLUME 5, SUMMARY REPORT. ED 011 986
CRP-H-015

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COLLEGE-BOUND STUDENTS. VOLUME 5, SUMMARY REPORT.
CRF-H-015 ED 011 966

LANGUAGE AND COMMUNICATION PROBLEMS IN SOUTHERN APPALACHIA.
ED 012 026

ENROLLMENT PROJECTIONS

LOS COLEGIOS REGIONALES, OPORTUNIDADES DE ESTUDIO EN
INSTITUCIONES DE NIVEL UNIVERSITARIO. (THE REGIONAL
COLLEGES, OPPORTUNITIES FOR STUDY IN UNIVERSITY LEVEL
INSTITUTIONS). ED 012 173

ENROLLMENT TRENDS

LOS COLEGIOS REGIONALES, OPORTUNIDADES DE ESTUDIO EN
INSTITUCIONES DE NIVEL UNIVERSITARIO. (THE REGIONAL
COLLEGES, OPPORTUNITIES FOR STUDY IN UNIVERSITY LEVEL
INSTITUTIONS). ED 012 173

ENVIRONMENT

A STUDY OF NON-INTELLECTUAL FACTORS IN SUPERIOR (AVERAGE
AND SLOW) HIGH SCHOOL STUDENTS. THE CREATIVE INTELLECTUAL
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BR-5-D460 ED 011 979

THE EXPERIMENT IN RESEARCH ON EVALUATION OF INSTRUCTION.
CSEIP-WP-2 ED 012 107

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FACTORS ASSOCIATED WITH THE COLLEGE ATTENDANCE OF YOUTH.
HR-348 ED 011 970

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VVP-1 ED 012 068

EQUAL EDUCATION

EQUALITY OF EDUCATIONAL OPPORTUNITY.
OE-38001 ED 012 275

ESKIMOS

EMPLOYMENT OPPORTUNITIES FOR WOMEN IN ALASKA, A
COLLECTION OF DATA PERTAINING TO KNOWLEDGE AND SKILLS OF
HOME ECONOMICS AND HOW THESE CONTRIBUTE TO WAGE-EARNING
OCCUPATIONS. ED 012 304

ETHNIC DISTRIBUTION

PUBLIC SCHOOL SEGREGATION AND RELATED POPULATION
CHARACTERISTICS OF BUFFALO, NEW YORK. ED 012 100

ETHNIC GROUPS

EQUALITY OF EDUCATIONAL OPPORTUNITY.
OE-38001 ED 012 275

LEARNING PATTERNS IN THE DISADVANTAGED. ED 012 291

EVALUATION

CONFERENCE TIME FOR TEACHERS AND PARENTS, A TEACHERS
GUIDE TO SUCCESSFUL CONFERENCE REPORTING. ED 012 202

REGULATIONS AND SYLLABUSES 1966. ED 012 241

REGULATIONS AND SYLLABUSES 1967. ED 012 242

THE DIFFERENTIAL EFFECT OF INTERIM TESTING IN THE USE OF
AN AUTO-INSTRUCTIONAL PROGRAM IN AN AREA OF GENERAL
SCIENCE FOR TEACHERS. ED 012 252

A REPORT ON THE SECOND YEAR, 1964-65, OF THE URBAN
SEMESTER, A PROGRAM IN TEACHER EDUCATION OF THE
ASSOCIATED COLLEGES OF THE MIDWEST. ED 012 253

REPORT ON THE ARTS AND HUMANITIES INSTITUTES OF 1966.
ED 012 260

REPORT ON EVALUATION OF PILOT CIVICS INSTITUTES, NOEA 1966.
ED 012 272

EVALUATION REPORT--ESEA PROGRAM OF COMPENSATORY
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FREE CHOICE OPEN ENROLLMENT - JUNIOR HIGH SCHOOLS.
ED 012 289

THE IMPACT OF THE UPO DEMONSTRATION PROGRAM ON A SELECTED
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DELINQUENCY PREVENTION. SECOND YEAR REPORT--1965-66.
ED 012 294

THE NET IMPACT OF THE CARDOZO AREA DEMONSTRATION PROGRAM,
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GUIDE TO ASSESSMENT AND EVALUATION PROCEDURES, THE NEW
ENGLAND EDUCATIONAL PROJECT. ED 012 087

THE EXPERIMENT IN RESEARCH ON EVALUATION OF INSTRUCTION.
CSEIP-WP-2 ED 012 107

EVALUATION TECHNIQUES

THE DEVELOPMENT AND TESTING OF INSTRUMENTS AND PROCEDURES
FOR A STUDY OF STUDENT SELECTION PRACTICES IN TECHNICAL
EDUCATION PROGRAMS. ED 011 972

EVALUATION TECHNIQUES

STRUCTURED CASE REVIEW STUDY.

(CONTINUED)

ED 012 049

EVALUATIVE CRITERIA FOR MODERN FOREIGN LANGUAGE TEACHING.

ED 012 157

EVENING COUNSELING PROGRAMS

A COMPARATIVE STUDY OF OFFICIAL AND UNOFFICIAL CLASS WITHDRAWALS AT LOS ANGELES VALLEY COLLEGE, EVENING DIVISION, SPRING SEMESTER 1963.

RES-MONGR-8-2

ED 012 187

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BR-S-1403

ED 012 029

ADMINISTRATIVE PROCEDURES INVOLVED IN STIMULATING, DEVELOPING, AND IMPLEMENTING A CURRICULUM FOR LOW-ABILITY STUDENTS AT LOS ANGELES CITY COLLEGE.

ED 012 167

EXPERIMENTAL PROGRAMS

EFFECTS OF EXPERIMENTAL PROGRAMS FOR SECONDARY MATHEMATICS ON PUPIL INTEREST IN MATHEMATICS AS INDICATED BY AN OVERT PARTICIPATION INDEX OF INTEREST.

BR-S-1028-TR-2

ED 011 941

PARTICIPANT TEACHER JUDGMENTS OF EXPERIMENTAL PROGRAMS IN SECONDARY MATHEMATICS.

BR-S-1028-TR-3

ED 011 942

AN EXPERIMENTAL PROGRAM FOR "LOW-ABILITY" STUDENTS. SECOND PROGRESS REPORT.

COUNSELING CENTER STUDY-66-1

ED 012 166

EXPERIMENTS

PREJUDGING THE SUCCESS OF AN EXPERIMENTAL PROJECT.

ED 012 265

FACTOR ANALYSIS

PSYCHOLOGICAL AND EDUCATIONAL FACTORS IN TRANSFER OF TRAINING. QUARTERLY REPORTS 8 AND 9.

BR-S-0230-BR-8-9

ED 011 960

FACULTY

JUNIOR COLLEGE FACULTY--ISSUES AND PROBLEMS, A PRELIMINARY NATIONAL APPRAISAL.

ED 012 177

FACULTY EVALUATION

JUNIOR COLLEGE FACULTY--ISSUES AND PROBLEMS, A PRELIMINARY NATIONAL APPRAISAL.

ED 012 177

FACULTY MOBILITY

IDAHO TEACHER MOBILITY--1965.

ED 012 089

FACULTY ORGANIZATIONS

STRUCTURE AS A DETERMINANT OF DEMOCRATIC ADMINISTRATION.

ED 012 172

FAMILY (SOCIOLOGICAL UNIT)

POVERTY'S CHILDREN, A VIEW OF POOR FAMILIES BASED ON RESEARCH SPONSORED BY THE HEALTH AND WELFARE COUNCIL OF THE NATIONAL CAPITAL AREA.

ED 012 201

FAMILY ENVIRONMENT

GUIDANCE RESEARCH IN ACTION, GROUP COUNSELING WITH PARENTS, MONOGRAPH 2.

ED 012 077

FAMILY INFLUENCE

FACTORS ASSOCIATED WITH THE COLLEGE ATTENDANCE OF YOUTH.

MR-348

ED 011 970

PEER ACCEPTANCE-REJECTION AND PERSONALITY DEVELOPMENT.

BR-S-0417

ED 012 069

FAMILY RELATIONSHIP

A STUDY OF OLDER SIBLINGS OF CHILDREN IN A PRESCHOOL INTERVENTION PROJECT. FINAL REPORT.

BR-6-1421-DARCEE-VOL-1-NO-2

ED 011 962

FARM MANAGEMENT

FARM BUSINESS ANALYSIS, GUIDELINES FOR A SUGGESTED PROGRAM IN FARM MANAGEMENT.

OE-81010

ED 012 323

FARM MECHANICS (OCCUPATION)

A STUDY OF THE EFFECT OF SELECTED CHARACTERISTICS IN FARM MECHANICS RETRAINING SCHOOLS UNDER THE AREA REDEVELOPMENT ACT IN OKLAHOMA.

RB-4

ED 012 300

FEDERAL AID

KANSAS STATE PLAN FOR ADULT BASIC EDUCATION.

ED 012 000

FEDERAL PROGRAMS

HOPE FOR CONNECTICUT'S DISADVANTAGED CHILDREN, A SCHOOL ADMINISTRATORS'S GUIDE TO STATE AND FEDERAL PROGRAMS FOR EDUCATING DEPRIVED CHILDREN.

CSOE-BULL-98

ED 012 276

FEED INDUSTRY

VOCATIONAL COMPETENCIES NEEDED FOR EMPLOYMENT IN THE FEED INDUSTRY, A REPORT OF RESEARCH SUPPORTED BY THE MICHIGAN STATE ALL-UNIVERSITY RESEARCH FUND, 1963-64.

ER-22

ED 012 299

FEEDBACK

- HIGHER EDUCATION--A POPULATION FLOW FEEDBACK MODEL.
ED 012 104

FELLOWSHIPS

- EVALUATION AND SELECTION IN THE 1966-67 ACADEMIC
ADMINISTRATION INTERNSHIP PROGRAM.
ACE-RR-VOL-1-NO-3
ED 012 095

FEMALES

- TEACHERS' INTERACTIONS WITH BOYS AND WITH GIRLS.
BR-5-0252-1
ED 011 935

- EMPLOYMENT OPPORTUNITIES FOR WOMEN IN ALASKA, A
COLLECTION OF DATA PERTAINING TO KNOWLEDGE AND SKILLS OF
HOME ECONOMICS AND HOW THESE CONTRIBUTE TO WAGE-EARNING
OCCUPATIONS.
ED 012 304

- A STUDY OF THE ASPIRATIONS OF MARRIED WOMEN COLLEGE
GRADUATES.
BR-5-8357
ED 012 345

FIELD INTERVIEWS

- A GUIDANCE PROJECT TO INVESTIGATE CHARACTERISTICS,
BACKGROUND, AND JOB EXPERIENCES OF SUCCESSFUL AND
UNSUCCESSFUL ENTRY WORKERS IN THREE SELECTED INDUSTRIES.
FINAL REPORT.
BR-6-2147
ED 011 976

FILMS

- SELECTIVE AUDIO-VISUAL INSTRUCTION FOR MENTALLY RETARDED
PUPILS.
ED 012 118

- CUE, ENGLISH HUMANITIES MEDIA GUIDE.
ED 012 199

- CUE, SOCIAL STUDIES HUMANITIES MEDIA GUIDE.
ED 012 200

FLES

- COMPARISON OF PERFORMANCE BY "FLES" PROGRAM STUDENTS AND
REGULAR FRENCH 111 STUDENTS ON MODERN LANGUAGE
ASSOCIATION TESTS.
ED 012 145

- WHAT RESEARCH TELLS US ABOUT THE EFFECTS OF FLES.
ED 012 156

- EVALUATIVE CRITERIA FOR MODERN FOREIGN LANGUAGE TEACHING.
ED 012 157

FLES GUIDES

- FOREIGN LANGUAGE IN ELEMENTARY SCHOOLS.
BULL-C-10
ED 012 162

FLES PROGRAMS

- FOREIGN LANGUAGE IN ELEMENTARY SCHOOLS.
BULL-C-10
ED 012 162

- FLES--IN SEARCH OF DISCIPLINE AND CONTENT.
ED 012 164

FLES TEACHERS

- FLES--IN SEARCH OF DISCIPLINE AND CONTENT.
ED 012 164

FLORICULTURE

- A SURVEY OF DEPARTMENTS OF VOCATIONAL AGRICULTURE IN
DELAWARE TO ASCERTAIN THE EMPHASIS BEING GIVEN TO THE
AREAS OF ORNAMENTAL HORTICULTURE, FLORICULTURE, AND TURF
IN THE COURSE OF STUDY AND THE PHYSICAL FACILITIES
AVAILABLE.
DU-AG-ED-PUB-2
ED 012 303

FOLK CULTURE

- COCHABAMBA READER.
BR-5-1231-7
ED 012 038

- AYACUCHO READER.
BR-5-1231-11
ED 012 042

FOLLOWUP STUDIES

- A FOLLOW-UP STUDY OF GRADUATES OF THE SCHOOL FOR THE
DEAF. STUDIES OF CHILDREN WITH PHYSICAL HANDICAPS, NUMBER
7.
BER-PUB-42
ED 012 120

- THE JUNIOR COLLEGE PROGRAM OF INSTRUCTION AND THE
EMPLOYMENT EXPERIENCES OF GRADUATES.
CU-1966-2
ED 012 168

- A PROFILE OF CHICAGO CITY COLLEGE 1965 GRADUATES,
FOLLOW-UP NUMBER 2.
ED 012 186

- CONFERENCE TIME FOR TEACHERS AND PARENTS, A TEACHERS
GUIDE TO SUCCESSFUL CONFERENCE REPORTING.
ED 012 202

FOOD SERVICE INDUSTRY

- WORK INSTRUCTION PROGRAMS FOR THE FOOD SERVICE INDUSTRY.
BR-6-2159
ED 011 961

FORCE FIELD ANALYSIS

- PARTICIPATION OF ADULTS IN EDUCATION, A FORCE-FIELD
ANALYSIS.
CSLEA-OP-14
ED 011 996

FREE CHOICE TRANSFER PROGRAMS

- FREE CHOICE OPEN ENROLLMENT - JUNIOR HIGH SCHOOLS.
ED 012 289

FRENCH

- PRACTICE-CENTERED TEACHER TRAINING--FRENCH, A SYLLABUS
FOR THE TRAINING OR RETRAINING OF TEACHERS OF FRENCH.
BR-5-0252-TR-1
ED 011 934

- THE ONE ROOM SATELLITE.
BR-5-0216-6
ED 011 947

FRENCH

(CONTINUED)

SEMINAR ON FOREIGN LANGUAGE TEACHER PREPARATION FOR COLLEGE TEACHERS (DEPAUM UNIVERSITY, JUNE 15 TO JULY 10, 1964). FINAL REPORT.

ED 012 151

TRY "CUSTOM FRENCH" - WE DID.

ED 012 153

NDEA INSTITUTE FOR THE ADVANCED STUDY OF FRENCH LITERATURE AND CULTURE (UNIVERSITY OF MICHIGAN, JUNE 13 TO JULY 23, 1966). FINAL TECHNICAL REPORT.

ED 012 155

SYLLABUS FOR FRENCH I, II, III. NEW PROGRAM.

ED 012 159

GENERAL SCIENCE

THE DIFFERENTIAL EFFECT OF INTERIM TESTING IN THE USE OF AN AUTO-INSTRUCTIONAL PROGRAM IN AN AREA OF GENERAL SCIENCE FOR TEACHERS.

ED 012 252

GEOLOGY

ANNOTATED BIBLIOGRAPHY OF GEOLOGICAL EDUCATION.

ED 012 248

DIRECTORY OF GEOSCIENCE DEPARTMENTS - UNITED STATES AND CANADA.

ED 012 249

GIFTED

A STUDY OF NON-INTELLECTUAL FACTORS IN SUPERIOR (AVERAGE AND SLOW) HIGH SCHOOL STUDENTS. THE CREATIVE INTELLECTUAL STYLE IN GIFTED ADOLESCENTS. MOTIVATION TO LEARN--ATTITUDES, INTERESTS AND VALUES.

BR-5-D460

ED 011 979

GLOSSARIES

A GLOSSARY OF JAPANESE NEOLOGISMS.

ED 012 028

GOVERNMENT ROLE

ADULT EDUCATION AND THE AUSTRALIAN UNIVERSITIES.

ED 011 983

GRADE POINT AVERAGE

UNDERGRADUATE TRANSFER STUDENTS AT THE UNIVERSITY OF MISSISSIPPI 1963-1966.

ED 012 096

GRADE 1

A GROUPING PLAN CAPITALIZING ON THE INDIVIDUALIZED READING APPROACH.

ED 012 227

A TWO-YEAR LONGITUDINAL STUDY TO DETERMINE THE ABILITY OF FIRST GRADE CHILDREN TO LEARN TO READ USING THE EARLY-TO-READ I/T/A, A RESEARCH SUMMARY.

MOSSPI-RR-07-07

ED 012 229

A STUDY OF THE EFFECT OF A FIRST GRADE LISTENING INSTRUCTIONAL PROGRAM UPON ACHIEVEMENT IN LISTENING AND READING.

BR-6-8469

ED 012 232

GRADE 7

FREE CHOICE OPEN ENROLLMENT - JUNIOR HIGH SCHOOLS.

ED 012 209

GRADUATE STUDENTS

TRAINING FOR RESEARCH UTILIZATION.

ED 012 103

EDUCATIONAL RESEARCH MANPOWER--PROJECTED NEEDS.

ED 012 111

GRADUATE SURVEYS

THE PROCESS AND PRODUCT OF T AND I HIGH SCHOOL LEVEL VOCATIONAL EDUCATION IN THE UNITED STATES, THE PRODUCT.

ED 012 315

FOLLOW-UP SURVEY OF HIGH SCHOOL VOCATIONAL GRADUATES. FINAL REPORT.

ED 012 329

GRADUATES

A FOLLOW-UP STUDY OF GRADUATES OF THE SCHOOL FOR THE DEAF. STUDIES OF CHILDREN WITH PHYSICAL HANDICAPS, NUMBER 7.

BER-PUB-42

ED 012 128

GRADUATION REQUIREMENTS

CATALOG OF AUTHORIZED SUBJECTS FOR ADULT SCHOOLS, GRADUATION REQUIREMENTS AND CURRICULA (1966-67 REVISION).

ED 012 002

GRAMMAR

RESULTATIVE VERBS AND OTHER PROBLEMS.

POLA-8-2

ED 012 004

THE ORDERING OF PRE-NOMINAL MODIFIERS IN ENGLISH.

POLA-8-3

ED 012 005

TWO ASPECT MARKERS IN MANDARIN.

POLA-8-4

ED 012 006

ENGLISH AND MANDARIN CHINESE--DEFINITE AND INDEFINITE DETERMINERS AND MODIFYING CLAUSE STRUCTURES.

POLA-11-1

ED 012 007

ON THE NOTION OF "EQUIVALENT SENTENCE STRUCTURE."

POLA-11-3

ED 012 009

TOWARD A MODERN THEORY OF CASE.

POLA-13-1

ED 012 010

SUBJECT AND OBJECT IN MANDARIN.

POLA-13-2

ED 012 011

GRAMMAR

SOME COMIT SUBROUTINES FOR TESTING GENERATIVE GRAMMARS.
POLA-13-3 ED 012 012

GROUP COUNSELING

THE TELEANALYTIC APPROACH TO GROUP COUNSELING.
ED 012 063

INTERPERSONAL ATTITUDES OF ADOLESCENTS. INTERIM REPORT.
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PARENTS, MONOGRAPH 2.
ED 012 077

PARENT AND COUNSELOR PERCEPTIONS OF THEIR PARTICIPATION
IN GROUP COUNSELING, MONOGRAPH 3.
ED 012 081

INTERRELATIONSHIPS BETWEEN COUNSELOR AND TEACHER
PERCEPTIONS OF THEIR PARTICIPATION IN GROUP COUNSELING.
ED 012 085

GROUP DYNAMICS

THE TELEANALYTIC APPROACH TO GROUP COUNSELING.
ED 012 063

GROUP GUIDANCE

A PROPOSED MODEL AND RESEARCH DESIGN FOR PUPIL PERSONNEL
SERVICES IN THE PUBLIC SCHOOLS, MONOGRAPH 1.
ED 012 076

GROUPING (INSTRUCTIONAL PURPOSES)

HIGH SCHOOL PHYSICS BY TELEVISION--THE HOUSTON AREA
PROJECT.
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A GROUPING PLAN CAPITALIZING ON THE INDIVIDUALIZED
READING APPROACH.
ED 012 227

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SERVICES IN THE PUBLIC SCHOOLS, MONOGRAPH 1.
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ADMINISTRATORS'S GUIDE TO STATE AND FEDERAL PROGRAMS FOR
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PLANNING IN HIGHER EDUCATION.
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YOU CAN RAISE YOUR HANDICAPPED CHILD.
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A SYNTHETIC APPROACH TO LIP READING, MATERIALS FOR THE
CHILD OF GRADE SCHOOL AGE.
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THE HARD OF HEARING. PRENTICE-HALL FOUNDATIONS OF SPEECH
PATHOLOGY SERIES.
ED 012 133

OHIO'S PROGRAM FOR HEARING HANDICAPPED CHILDREN.
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MAN, MOSQUITOES AND MICROBES.
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HEARING THERAPY

THE OHIO PLAN FOR CHILDREN WITH SPEECH AND HEARING
PROBLEMS.
ED 012 126

HEARING THERAPY

THE HARD OF HEARING. PRENTICE-HALL FOUNDATIONS OF SPEECH
PATHOLOGY SERIES.

ED 012 133

HIGH SCHOOL GRADUATES

EDUCATIONAL ATTAINMENT OF JOBSEEKERS REGISTERED FOR
EMPLOYMENT WITH THE OHIO STATE EMPLOYMENT SERVICE, APRIL
23, 1965.

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VOCATIONAL EDUCATION IN THE UNITED STATES, THE PRODUCT.

ED 012 315

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FINAL REPORT.

ED 012 329

HIGH SCHOOLS

MELBOURNE HIGH SCHOOL PILOT STUDY.
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ED 012 208

CONCEPTS AND GENERALIZATIONS AS A NEW APPROACH TO
TEACHING HOME ECONOMICS EDUCATION.

ED 012 308

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TRAINING COURSE.
OE-87015

ED 012 320

HIGHER EDUCATION

PLANNING IN HIGHER EDUCATION.

ED 012 090

HIGHER EDUCATION--A POPULATION FLOW FEEDBACK MODEL.

ED 012 104

THE EDUCATIONAL INSTITUTION AS A SYSTEM--A PROPOSED
GENERALIZED PROCEDURE FOR ANALYSIS.

ED 012 105

DESIGN FOR AN ACADEMIC MATCHING SERVICE.

ED 012 108

NUMBER AND SUBJECT INDEX OF SELECTED DOCUMENTS ON HIGHER
EDUCATION.

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READING PERFORMANCE OF ELEMENTARY STUDENT TEACHERS IN A
DEVELOPING INSTITUTION.

ED 012 215

HIGHER EDUCATION AND THE DEMAND FOR SCIENTIFIC MANPOWER
IN THE UNITED STATES, OECD REVIEWS OF NATIONAL POLICIES
FOR SCIENCE AND EDUCATION.

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HISTORICAL REVIEWS

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TECHNIQUES FOR DETERMINING COURSES OF STUDY IN VOCATIONAL
AND TECHNICAL EDUCATION PROGRAMS.

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YOUTH AND MONEY.

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TEACHING HOME ECONOMICS EDUCATION.

ED 012 308

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TEACHING HOME ECONOMICS EDUCATION.

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HOSPITAL CLASSES FOR THE PHYSICALLY HANDICAPPED.

ED 012 137

HOSPITALIZED CHILDREN

HOSPITAL CLASSES FOR THE PHYSICALLY HANDICAPPED.

ED 012 137

HOUSING

KEYSORT - AN AID TO UNIVERSITY HOUSING.

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HUMAN DEVELOPMENT

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MATURITY IN THE AMERICAN ADOLESCENT.

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IDENTIFICATION

THE IDENTIFICATION OF KINDERGARTEN CHILDREN LEAST LIKELY
TO SHOW SPONTANEOUS IMPROVEMENT IN SPEECH SOUND
ARTICULATION.

ED 012 140

ILLITERATE ADULTS

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ED 012 215

IMITATION

VARIATIONS IN TEACHERS' REINFORCEMENT STYLE AND IMITATIVE BEHAVIOR OF CHILDREN DIFFERING IN PERSONALITY CHARACTERISTICS AND SOCIAL BACKGROUND.

CSEIP-TR-2

ED 012 273

INDEPENDENT READING

A GROUPING PLAN CAPITALIZING ON THE INDIVIDUALIZED READING APPROACH.

ED 012 227

INDEPENDENT STUDY

ENGLISH IN DEPTH, A PROMISING PRACTICE DEVELOPED BY THE WELLS HIGH SCHOOL.

ED 012 198

INDEXES (LOCATORS)

KEYSORT - AN AID TO UNIVERSITY HOUSING.

ED 012 102

NUMBER AND SUBJECT INDEX OF SELECTED DOCUMENTS ON HIGHER EDUCATION.

ED 012 110

INDIVIDUAL CHARACTERISTICS

A STUDY OF THE LUMBER INDUSTRY IN IDAHO, PART II.

ED 012 327

INDIVIDUAL DEVELOPMENT

PATTERNS FOR LEARNING.

BR-5-0216-9

ED 011 950

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VVP-1

ED 012 068

DEPLETING WELFARE ROLES--A STUDY OF WELFARE RECIPIENTS.

NJC-R-8-PTS-D-1-2-3

ED 012 210

INDIVIDUAL DIFFERENCES

STANDARD VERSUS INDIVIDUALIZED HIERARCHIES IN DESENSITIZATION TO REDUCE TEST ANXIETY.

ED 012 073

STYLES OF CATEGORIZATION AMONG LOWER-CLASS KINDERGARTEN CHILDREN.

ED 012 279

INDIVIDUAL INSTRUCTION

DEVELOPING AN INDIVIDUALIZED INSTRUCTIONAL PROGRAM.

ED 012 197

ENGLISH IN DEPTH, A PROMISING PRACTICE DEVELOPED BY THE WELLS HIGH SCHOOL.

ED 012 198

INDIVIDUALIZED PROGRAMS

TRY "CUSTOM FRENCH" - WE DID.

ED 012 193

SYLLABUS FOR FRENCH I, II, III. NEW PROGRAM.

ED 012 199

ENGLISH IN DEPTH, A PROMISING PRACTICE DEVELOPED BY THE WELLS HIGH SCHOOL.

ED 012 198

A GROUPING PLAN CAPITALIZING ON THE INDIVIDUALIZED READING APPROACH.

ED 012 227

INDUSTRIAL ARTS

THE INFLUENCE OF INDUSTRIAL ARTS EXPERIENCE ON GRADES EARNED IN POST-HIGH SCHOOL TRADE AND TECHNICAL CURRICULUMS.

CRP-2050

ED 012 324

INDUSTRIAL EDUCATION

THE PARTNERSHIP VOCATIONAL EDUCATION PROJECT, A NEW PROGRAM IN INDUSTRIAL-TECHNICAL EDUCATION.

ED 012 313

SUMMER PROGRAM FOR UPDATING THE TECHNICAL COMPETENCY OF TEACHERS OF INDUSTRIAL SUBJECTS. FINAL REPORT.

BR-6-1423

ED 012 348

INDUSTRIAL STRUCTURE

A STUDY OF THE LUMBER INDUSTRY IN IDAHO, PART I.

ED 012 326

INDUSTRY

A STUDY OF THE INTEGRATION OF SERVICES OF INDUSTRIAL MEDICAL DEPARTMENTS AND A REHABILITATION CENTER. FINAL REPORT.

ED 012 062

INFORMATION DISSEMINATION

RESEARCH INFORMATION--NATIONAL, STATE, AND LOCAL NEEDS, ROLES AND SERVICES AS VIEWED BY KENTUCKY LOCAL SYSTEM DISTRICT PERSONNEL.

ED 012 269

INFORMATION RETRIEVAL

COLLECT--A PROGRAM FOR THE RETRIEVAL OF GRAMMATICAL INFORMATION FROM ANNOTATED TEXT.

RH-3243-RADC

ED 012 014

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ED 012 017

INFORMATION SYSTEMS

CASE--A PROGRAM FOR SIMULATION OF CONCEPT LEARNING.

BR-5-0216-11

ED 011 991

INFORMATION THEORY

THE PSYCHOLOGY OF READING.

ED 012 225

INHIBITION

ANXIETY AND MOTIVATION AS FACTORS IN INHIBITORY POTENTIAL.
BR-5-0216-4 ED 011 945

REACTIVE INHIBITION (THE MULLIAN CONSTRUCT) AND
ACHIEVEMENT IN READING.
BR-5-0216-7 ED 011 948

INITIAL TEACHING ALPHABET

UNDERSTANDING AND TEACHING THE CULTURALLY DEPRIVED CHILD,
AN OVERVIEW GUIDE FOR LEBANON CLASSROOM TEACHERS.
ED 012 192

A TWO-YEAR LONGITUDINAL STUDY TO DETERMINE THE ABILITY OF
FIRST GRADE CHILDREN TO LEARN TO READ USING THE
EARLY-TO-READ I/T/A, A RESEARCH SUMMARY.
MOSSPI-RR-07-07 ED 012 229

INNOVATION

TOWARDS A SOCIOLOGICAL THEORY FOR EXTENSION.
ED 011 991

THE SCHOOL COUNSELLOR IN A CHANGING SOCIETY.
ED 012 074

ENVISIONING A NEW KIND OF SCHOOL, A PLAN FOR REDESIGNING
A TOTAL SCHOOL PROGRAM.
ED 012 196

INSERVICE TEACHER EDUCATION

THE ARTS OF LANGUAGE, NEEDED CURRICULA AND CURRICULUM
DEVELOPMENT FOR INSTITUTES IN THE ENGLISH LANGUAGE
ARTS--LANGUAGE, LITERATURE, COMPOSITION, SPEECH AND
READING, USOE CONFERENCE (UNIVERSITY OF NEBRASKA,
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ED 012 263

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ED 012 313

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INSTRUCTORS OF INSTRUMENTATION TECHNOLOGY.
BR-6-2211 ED 011 973

INSTITUTES (TRAINING PROGRAMS)

THE ARTS OF LANGUAGE, NEEDED CURRICULA AND CURRICULUM
DEVELOPMENT FOR INSTITUTES IN THE ENGLISH LANGUAGE
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READING, USOE CONFERENCE (UNIVERSITY OF NEBRASKA,
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TEACHERS OF INDUSTRIAL SUBJECTS. FINAL REPORT.
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INSTITUTIONS

THE EDUCATIONAL INSTITUTION AS A SYSTEM--A PROPOSED
GENERALIZED PROCEDURE FOR ANALYSIS.
ED 012 105

INSTRUCTION

SPANISH-AMERICAN SCHOOLS IN THE 1960'S.
ED 012 194

INSTRUCTIONAL FILMS

TRY "CUSTOM FRENCH" - WE DID.
ED 012 153

SYLLABUS FOR FRENCH I, II, III. NEW PROGRAM.
ED 012 159

INSTRUCTIONAL IMPROVEMENT

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THE EXPERIMENT IN RESEARCH ON EVALUATION OF INSTRUCTION.
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INSTRUCTIONAL INNOVATION

PATTERNS FOR LEARNING.
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INSTRUCTIONAL INNOVATION

(CONTINUED)

SOCIAL FACTORS IN THE ADOPTION OF NEW TEACHING-LEARNING TECHNIQUES IN THE ELEMENTARY SCHOOL. ACCEPTANCE OF NEW EDUCATION PRACTICES BY ELEMENTARY SCHOOL TEACHERS.
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A PROCEDURAL AND COST ANALYSIS STUDY OF MEDIA IN INSTRUCTIONAL SYSTEMS DEVELOPMENT, PARTS A AND B.
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DEVELOPING AN INDIVIDUALIZED INSTRUCTIONAL PROGRAM.
ED 012 197

INSTRUCTIONAL MATERIALS

PARTICIPANT TEACHER JUDGMENTS OF EXPERIMENTAL PROGRAMS IN SECONDARY MATHEMATICS.
BR-5-1028-TR-3 ED 011 942

CLOSING THE GAP - RESEARCH AND PRACTICE.
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QUECHUA LANGUAGE MATERIALS PROJECT, GUIDE TO THE MATERIALS.
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SPOKEN CUZCO QUECHUA, UNITS 1-6.
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SPOKEN CUZCO QUECHUA, UNITS 7-12.
BR-5-1231-2 ED 012 033

CUZCO READER.
BR-5-1231-3 ED 012 034

SPOKEN COCHABAMBA QUECHUA, UNITS 1-12.
BR-5-1231-5 ED 012 036

SPOKEN COCHABAMBA QUECHUA, UNITS 13-24.
BR-5-1231-6 ED 012 037

COCHABAMBA READER.
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SPOKEN AYACUCHO QUECHUA. UNITS 1-10.
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SPOKEN AYACUCHO QUECHUA, UNITS 11-20.
BR-5-1231-10 ED 012 041

SITUATIONAL VOCABULARY.
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SYSTEMS APPROACH TO LEARNING.
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CUE, ENGLISH HUMANITIES MEDIA GUIDE.
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ED 012 200

THE RATIONALE OF A NEW VISUAL LINGUISTIC APPROACH.
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THE HOMEWORK HELPER TUTOR MANUAL.
ED 012 278

COMPILATION OF TECHNICAL EDUCATION INSTRUCTIONAL MATERIALS. SUPPLEMENT 1, NEW AND REVISED INFORMATIONAL RESOURCES.
ED 012 340

COMPILATION OF TECHNICAL EDUCATION MATERIALS.
ED 012 341

INSTRUCTIONAL PROCEDURES

THE DIFFERENTIAL EFFECT OF INTERIM TESTING IN THE USE OF AN AUTO-INSTRUCTIONAL PROGRAM IN AN AREA OF GENERAL SCIENCE FOR TEACHERS.
ED 012 252

INSTRUCTIONAL PROGRAMS

THE EXPERIMENT IN RESEARCH ON EVALUATION OF INSTRUCTION.
CSEIP-WP-2 ED 012 107

VOCATIONAL COMPETENCIES NEEDED FOR EMPLOYMENT IN THE FEED INDUSTRY, A REPORT OF RESEARCH SUPPORTED BY THE MICHIGAN STATE ALL-UNIVERSITY RESEARCH FUND, 1963-64.
ER-22 ED 012 299

INSTRUCTIONAL TECHNOLOGY

THE ONE ROOM SATELLITE.
BR-5-0216-6 ED 011 947

CLOSING THE GAP - RESEARCH AND PRACTICE.
BR-5-0216-8 ED 011 949

A PROCEDURAL AND COST ANALYSIS STUDY OF MEDIA IN INSTRUCTIONAL SYSTEMS DEVELOPMENT, PARTS A AND B.
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HIGH SCHOOL PHYSICS BY TELEVISION--THE HOUSTON AREA PROJECT.
NDEA-VIIA-306 ED 011 965

TEACHER EDUCATION AND THE NEW MEDIA.
BR-5-1348 ED 011 980

SIMON SAYS--A NEW LOOK AT AN OLD GAME.
ED 012 287

INSTRUMENTATION

AN EIGHT WEEK SUMMER INSTITUTE TRAINING PROGRAM TO TRAIN INSTRUCTORS OF INSTRUMENTATION TECHNOLOGY.
BR-6-2211 ED 011 973

INSTRUMENTATION AND AUTOMATIC CONTROL, SUGGESTED TECHNIQUES FOR DETERMINING COURSES OF STUDY IN VOCATIONAL AND TECHNICAL EDUCATION PROGRAMS.
OE-80043 ED 012 335

INSTRUMENTATION

(CONTINUED)

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OE-80033 ED 012 337

INSTRUMENTATION TECHNICIANS

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OE-80033 ED 012 337

INTEGRATED ACTIVITIES

HOW A LANGUAGE-EXPERIENCE PROGRAM WORKS.

ED 012 226

INTELLIGENCE TESTS

STANFORD-BINET TACTILE BLOCK DESIGN INTELLIGENCE TEST FOR THE BLIND. PART ONE-FINAL REPORT.

ED 012 119

INTERACTION

TEACHERS' INTERACTIONS WITH BOYS AND WITH GIRLS.

BR-5-0252-1 ED 011 935

INTERACTION PROCESS ANALYSIS

TEACHER PERCEPTIONS OF SUPERVISOR-TEACHER INTERACTION.

ED 012 099

THE EFFECT OF TRAINING FOREIGN LANGUAGE STUDENT TEACHERS IN INTERACTION ANALYSIS.

ED 012 261

IMPROVING THE LANGUAGE SKILLS OF "DEPRIVED" TEACHERS.

ED 012 262

INTERCOMMUNICATION

PRELIMINARY INVESTIGATION OF COMMUNICATION-LINKED TECHNIQUES FOR OFF-CAMPUS TEACHING OF VOCATIONAL AND TECHNICAL SUBJECTS.

BR-6-0254 ED 011 971

INTERDISCIPLINARY APPROACH

REVISING AND RE-EDITING A GUIDE FOR COMPARATIVE AND GENERAL LITERATURE.

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INTERNSHIP PROGRAMS

EVALUATION AND SELECTION IN THE 1966-67 ACADEMIC ADMINISTRATION INTERNSHIP PROGRAM.

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ED 012 101

INTERPERSONAL COMPETENCE

READING BOOK, TWENTIETH ANNUAL SUMMER LABORATORIES IN HUMAN RELATIONS TRAINING.

ED 011 909

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BR-5-0496 ED 012 066

CONCEPTS EMPLOYED BY ACCURATE AND INACCURATE CLINICIANS.

ED 012 071

INTONATION

NOTES ON SPANISH INTONATION.

ED 012 149

ITEM ANALYSIS

A NEW APPROACH TO CURRICULUM EVALUATION.

CRP-426 ED 011 964

RELIABILITY, VALIDITY AND FAVORABILITY OF SELECTED INDICATORS OF BEHAVIORAL CHANGE IN CHILDREN.

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ED 012 028

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ED 012 264

JOB APPLICATION

EDUCATIONAL ATTAINMENT OF JOBBEEKERS REGISTERED FOR EMPLOYMENT WITH THE OHIO STATE EMPLOYMENT SERVICE, APRIL 25, 1965.

ED 012 298

JOB PLACEMENT

A STUDY OF THE EFFECT OF SELECTED CHARACTERISTICS IN FARM MECHANICS RETRAINING SCHOOLS UNDER THE AREA REDEVELOPMENT ACT IN OKLAHOMA.

RB-4 ED 012 300

JOB TRAINING

WORK INSTRUCTION PROGRAMS FOR THE FOOD SERVICE INDUSTRY.

BR-6-2159 ED 011 961

JOB TRAINING

(CONTINUED)

PROGRAMS AND PROSPECTS FOR OUT-OF-SCHOOL YOUTH--SCHOOL
DROPOUTS AND HIGH-SCHOOL GRADUATES.

ED 012 296

JUNIOR COLLEGES

AN EXPERIMENTAL PROGRAM FOR "LOW-ABILITY" STUDENTS.

SECOND PROGRESS REPORT.

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ED 012 166

ADMINISTRATIVE PROCEDURES INVOLVED IN STIMULATING,
DEVELOPING, AND IMPLEMENTING A CURRICULUM FOR LOW-ABILITY
STUDENTS AT LOS ANGELES CITY COLLEGE.

ED 012 167

THE JUNIOR COLLEGE PROGRAM OF INSTRUCTION AND THE
EMPLOYMENT EXPERIENCES OF GRADUATES.

CU-1966-2

ED 012 168

ASSOCIATE DEGREE NURSING EDUCATION PROGRAMS IN
CALIFORNIA, 1953-1965.

ED 012 169

A COMPARISON OF TERMINAL WITH COLLEGE PARALLEL FEMALES AT
GEORGIA SOUTHWESTERN COLLEGE.

USC-RB-4-66

ED 012 170

URBAN DEVELOPMENT ASSISTANT PROJECT. INTERIM REPORT.

ED 012 171

STRUCTURE AS A DETERMINANT OF DEMOCRATIC ADMINISTRATION.

ED 012 172

LOS COLEGIOS REGIONALES, OPORTUNIDADES DE ESTUDIO EN
INSTITUCIONES DE NIVEL UNIVERSITARIO. (THE REGIONAL
COLLEGES, OPPORTUNITIES FOR STUDY IN UNIVERSITY LEVEL
INSTITUTIONS).

ED 012 173

CONGRUENCE OF SELF AND IDEAL-SELF AND OCCUPATIONAL CHOICES.

ED 012 174

A COMPARATIVE ANALYSIS OF THE JUNIOR COLLEGE DEAN'S
LEADERSHIP BEHAVIOR.

ED 012 175

PERIODICALS AUTOMATION AT MIAMI-DADE JUNIOR COLLEGE.

ED 012 176

JUNIOR COLLEGE FACULTY--ISSUES AND PROBLEMS, A
PRELIMINARY NATIONAL APPRAISAL.

ED 012 177

STUDY OF INSTITUTIONAL POLICIES REGARDING ACCEPTANCE OF
TRANSFER OF CREDIT FROM TECHNICAL-TERMINAL PROGRAMS IN
JUNIOR COLLEGES.

ED 012 178

COMMUNITY COLLEGES IN PENNSYLVANIA, A REPORT TO THE STATE
BOARD OF EDUCATION.

ED 012 179

SUMMARY OF THE COORDINATING COUNCIL FOR HIGHER
EDUCATION'S REPORT ON JUNIOR COLLEGE CAPITAL OUTLAY.

ED 012 180

STUDENTS SEEKING TRANSFER FROM JUNIOR COLLEGES IN GEORGIA.

ED 012 181

SYSTEMS APPROACH TO LEARNING.

ED 012 182

VIRGINIA STATE-CONTROLLED INSTITUTIONS OF HIGHER
EDUCATION, FALL 1966. STUDENT ADMISSIONS, PART 1.

ED 012 183

LONG-RANGE PLAN FOR THE DEVELOPMENT OF THE COMMUNITY
COLLEGE SYSTEM IN THE STATE OF WASHINGTON.

ED 012 184

THE CHANGING ROLE OF THE LIBRARY ON THE JUNIOR COLLEGE
CAMPUS - A CASE STUDY AT MT. SAN JACINTO COLLEGE.

ED 012 185

A PROFILE OF CHICAGO CITY COLLEGE 1965 GRADUATES,
FOLLOW-UP NUMBER 2.

ED 012 186

A COMPARATIVE STUDY OF OFFICIAL AND UNOFFICIAL CLASS
WITHDRAWALS AT LOS ANGELES VALLEY COLLEGE, EVENING
DIVISION, SPRING SEMESTER 1963.

RES-MONOR-8-2

ED 012 187

JUNIOR HIGH SCHOOL STUDENTS

EVALUATION OF THE 1965 SECONDARY SUMMER SCHOOL PROGRAM.

OUSD-RR-7

ED 012 217

JUNIOR HIGH SCHOOLS

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ED 012 088

RESEARCH ABSTRACTS, VOLUME VI.

ED 012 218

JUVENILE GANGS

SCORE - A DESCRIPTION.

ED 012 286

KINDERGARTEN

KINDERGARTEN PERCEPTION TRAINING--ITS EFFECT ON
FIRST-GRADE READING.

ED 012 219

KINDERGARTEN CHILDREN

THE IDENTIFICATION OF KINDERGARTEN CHILDREN LEAST LIKELY TO SHOW SPONTANEOUS IMPROVEMENT IN SPEECH SOUND ARTICULATION.

ED 012 140

STYLES OF CATEGORIZATION AMONG LOWER-CLASS KINDERGARTEN CHILDREN.

ED 012 279

KOREAN

KOREAN LITERATURE, TOPICS AND THEMES.
ACLS-PROJ-35

ED 012 027

KOREAN CULTURE

KOREAN LITERATURE, TOPICS AND THEMES.
ACLS-PROJ-35

ED 012 027

LABOR FORCE

OCCUPATIONS IN COLORADO. PART I, OUTLOOK BY INDUSTRIES.

ED 012 314

IMPORTANT FACTORS CONCERNING HUMAN RESOURCES IN MISSISSIPPI. PRELIMINARY REPORT NUMBER 11.
PR-11

ED 012 325

LABORATORY SAFETY

SAFETY IN THE CHEMICAL LABORATORY.

ED 012 245

LABORATORY TRAINING

READING BOOK, TWENTIETH ANNUAL SUMMER LABORATORIES IN HUMAN RELATIONS TRAINING.

ED 011 989

LANGUAGE

THE ARTS OF LANGUAGE, NEEDED CURRICULA AND CURRICULUM DEVELOPMENT FOR INSTITUTES IN THE ENGLISH LANGUAGE ARTS--LANGUAGE, LITERATURE, COMPOSITION, SPEECH AND READING, USOE CONFERENCE (UNIVERSITY OF NEBRASKA, FEBRUARY 26, 1966 TO MARCH 1, 1966).
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ED 011 974

LANGUAGE ARTS

THE ARTS OF LANGUAGE, NEEDED CURRICULA AND CURRICULUM DEVELOPMENT FOR INSTITUTES IN THE ENGLISH LANGUAGE ARTS--LANGUAGE, LITERATURE, COMPOSITION, SPEECH AND READING, USOE CONFERENCE (UNIVERSITY OF NEBRASKA, FEBRUARY 26, 1966 TO MARCH 1, 1966).
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ED 011 974

RESEARCH ABSTRACTS, VOLUME VI.

ED 012 218

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ED 012 226

A STUDY OF THE EFFECT OF A FIRST GRADE LISTENING INSTRUCTIONAL PROGRAM UPON ACHIEVEMENT IN LISTENING AND READING.

BR-6-8469

ED 012 232

LANGUAGE DEVELOPMENT

THE EFFECTS OF THE EXAMINER AND THE TESTING SITUATION UPON THE PERFORMANCE OF CULTURALLY DEPRIVED CHILDREN. PHASE I--INTELLIGENCE AND LANGUAGE ABILITY TEST SCORES AS A FUNCTION OF THE RACE OF THE EXAMINER. FINAL REPORT.
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ED 011 963

PSYCHOLINGUISTIC SIMILARITIES IN THE ACQUISITION OF ENGLISH AND RUSSIAN AS NATIVE LANGUAGES.

ED 012 015

KINDERGARTEN PERCEPTION TRAINING--ITS EFFECT ON FIRST-GRADE READING.

ED 012 219

LANGUAGE ENRICHMENT

HOW A LANGUAGE-EXPERIENCE PROGRAM WORKS.

ED 012 226

LANGUAGE GUIDES

MODERN FOREIGN LANGUAGES, A FOUR-YEAR PROGRAM (GRADES 9-12).

ED 012 160

LATIN CURRICULUM GUIDE.
NCSDPI-396

ED 012 163

LANGUAGE HANDICAPPED

THE BIRTH OF LANGUAGE, THE CASE HISTORY OF A NON-VERBAL CHILD.

ED 012 129

LANGUAGE HANDICAPS

THE BIRTH OF LANGUAGE, THE CASE HISTORY OF A NON-VERBAL CHILD.

ED 012 129

LANGUAGE INSTRUCTION

TOWARD A PRACTICE-CENTERED PROGRAM FOR THE TRAINING AND EVALUATION OF FOREIGN LANGUAGE TEACHERS.
BR-5-0252-6

ED 011 940

BASIC COURSE IN MENDE.
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ED 012 018

SHORT COURSE IN MENDE.
BR-6-1491-1

ED 012 019

HAITIAN CREOLE BASIC COURSE. PART I, PROGRAMMED INSTRUCTION, STUDENT WORKBOOK.
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ED 012 021

LANGUAGE INSTRUCTION

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BR-5-1206-1

(CONTINUED)

ED 012 022

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BR-5-1206-2

ED 012 023

STUDENTS' MANUAL OF MODERN FORMAL TAMIL.

BR-5-1239

ED 012 043

INTRODUCTION TO THE DACCA DIALECT OF BENGALI.

BR-5-1283

ED 012 047

THE BIRTH OF LANGUAGE, THE CASE HISTORY OF A NON-VERBAL CHILD.

ED 012 129

LANGUAGE LABORATORY USE

TRY "CUSTOM FRENCH" - WE DID.

ED 012 153

LANGUAGE LABORATORY RESEARCH STUDIES IN NEW YORK CITY HIGH SCHOOLS--A DISCUSSION OF THE PROGRAM AND THE FINDINGS.

ED 012 158

SYLLABUS FOR FRENCH I, II, III. NEW PROGRAM.

ED 012 159

LANGUAGE PATTERNS

MATERIAL LANGUAGE STYLES AND THEIR IMPLICATIONS FOR CHILDREN'S COGNITIVE DEVELOPMENT.

ED 012 282

LANGUAGE PROFICIENCY

COMPARISON OF PERFORMANCE BY "FLES" PROGRAM STUDENTS AND REGULAR FRENCH III STUDENTS ON MODERN LANGUAGE ASSOCIATION TESTS.

ED 012 145

TESTS WITH A NEW LOOK AND A NEW PURPOSE--THE MLA COOPERATIVE FOREIGN LANGUAGE TESTS.

ED 012 154

LANGUAGE PROGRAMS

FOREIGN LANGUAGE CURRICULUM REPORT, SUMMARY OF RECOMMENDATIONS AND IMPLICATIONS.

ED 012 144

CRITERIA FOR SELECTING PROGRAMS OF FOREIGN STUDY AND TRAVEL ABROAD FOR HIGH SCHOOL STUDENTS OF THE STATE OF DELAWARE.

ED 012 161

LANGUAGE RESEARCH

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ED 012 025

COMPARISON OF PERFORMANCE BY "FLES" PROGRAM STUDENTS AND REGULAR FRENCH III STUDENTS ON MODERN LANGUAGE ASSOCIATION TESTS.

ED 012 145

A COMPARISON OF SYLLABLE LENGTH CONDITIONING AMONG LANGUAGES.

ED 012 147

NOTES ON SPANISH INTONATION.

ED 012 149

WHAT RESEARCH TELLS US ABOUT THE EFFECTS OF FLES.

ED 012 156

LANGUAGE LABORATORY RESEARCH STUDIES IN NEW YORK CITY HIGH SCHOOLS--A DISCUSSION OF THE PROGRAM AND THE FINDINGS.

ED 012 158

LANGUAGE SKILLS

PRONOUNCEABILITY. STUDIES OF ORAL READING, II.
BR-5-0617-6

ED 011 953

CONTINGENT VERSUS NON-CONTINGENT SPELLING PATTERNS. STUDIES OF ORAL READING, III. PRELIMINARY DRAFT.
BR-5-0617-7

ED 011 954

IMPROVING THE LANGUAGE SKILLS OF "DEPRIVED" TEACHERS.

ED 012 282

LANGUAGE TEACHERS

PRACTICE-CENTERED TEACHER TRAINING--FRENCH, A SYLLABUS FOR THE TRAINING OR RETRAINING OF TEACHERS OF FRENCH.
BR-5-0252-TR-1

ED 011 934

TOWARD A PRACTICE-CENTERED PROGRAM FOR THE TRAINING AND EVALUATION OF FOREIGN LANGUAGE TEACHERS.
BR-5-0252-6

ED 011 940

THE EFFECT OF TRAINING FOREIGN LANGUAGE STUDENT TEACHERS IN INTERACTION ANALYSIS.

ED 012 281

LANGUAGE TESTS

TESTS WITH A NEW LOOK AND A NEW PURPOSE--THE MLA COOPERATIVE FOREIGN LANGUAGE TESTS.

ED 012 154

LANGUAGES

QUECHUA LANGUAGE MATERIALS PROJECT, GUIDE TO THE MATERIALS.
BR-5-1231-13

ED 012 030

ENGLISH-QUECHUA DICTIONARY--CUZCO, AYACUCHO, COCHABAMBA.
BR-5-1231-14

ED 012 031

LANGUAGES

- (CONTINUED)
- SPOKEN CUZCO QUECHUA, UNITS 1-6.
BR-5-1231-1 ED 012 032
- SPOKEN CUZCO QUECHUA, UNITS 7-12.
BR-5-1231-2 ED 012 033
- CUZCO READER.
BR-5-1231-3 ED 012 034
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BR-5-1231-4 ED 012 035
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BR-5-1231-5 ED 012 036
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BR-5-1231-7 ED 012 038
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(L-Z).
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LATERAL DOMINANCE

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ED 012 223

LATIN

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NCSDPI-398 ED 012 163

LEADERSHIP QUALITIES

- A COMPARATIVE ANALYSIS OF THE JUNIOR COLLEGE DEAN'S
LEADERSHIP BEHAVIOR.
ED 012 175

LEADERSHIP TRAINING

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ED 012 001
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ED 012 341

LEARNING

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RE-EDUCATION.
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ED 012 056
- SYMBOLIC SCIENCE LEARNING FOR THE BLIND.
ED 012 238
- LEARNING PATTERNS IN THE DISADVANTAGED.
ED 012 291

LEARNING DIFFICULTIES

- CHILDHOOD APHASIA AND BRAIN DAMAGE--A DEFINITION.
ED 012 139

LEARNING PROCESSES

- RESPONSE COMPLEXITY AND EXPERIMENTAL DESIGN.
BR-5-D252-4 ED 011 938
- CASE--A PROGRAM FOR SIMULATION OF CONCEPT LEARNING.
BR-5-D216-11 ED 011 991
- ENVISIONING A NEW KIND OF SCHOOL, A PLAN FOR REDESIGNING
A TOTAL SCHOOL PROGRAM.
ED 012 196

LEARNING SPECIALISTS

- PATTERNS FOR LEARNING.
BR-5-D216-9 ED 011 950

LEARNING THEORIES

- PSYCHOLOGICAL CONCEPTIONS OF TEACHING.
BR-5-D252-5 ED 011 939
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SEQUENCING OF SUBJECT MATTER.
ED 012 106

- A MEMORY SCHEDULE.
ED 012 180

LESSON PLANS

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ED 012 131

LIBRARIES

- PERIODICALS AUTOMATION AT MIAMI-DADE JUNIOR COLLEGE.
ED 012 176

LIBRARY FACILITIES

- THE CHANGING ROLE OF THE LIBRARY ON THE JUNIOR COLLEGE
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ED 012 185

LINGUISTIC THEORY

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COMPUTATIONAL LINGUISTICS.
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THE PSYCHOLOGY OF READING.

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LINGUISTICS

- TOWARD A MODERN THEORY OF CASE.
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ED 012 010

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POLA-13-2
ED 012 011

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POLA-13-3
ED 012 012

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ED 012 224

LIPREADING

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CHILD OF GRADE SCHOOL AGE.
ED 012 127

LISTENING

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DIFFICULTY. FINAL REPORT.
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ED 011 975

LISTENING SKILLS

- A STUDY OF THE EFFECT OF A FIRST GRADE LISTENING
INSTRUCTIONAL PROGRAM UPON ACHIEVEMENT IN LISTENING AND
READING.
BR-6-8469
ED 012 232

LITERACY

- ADULT LITERACY--PROGRESS AND PROBLEMS.
ED 012 219

LITERACY EDUCATION

- SCHOOL-TEACHERS AND THE EDUCATION OF ADULTS. MANUALS ON
ADULT AND YOUTH EDUCATION, NUMBER 5.
ED 011 988

LITERATURE

- REVISING AND RE-EDITING A GUIDE FOR COMPARATIVE AND
GENERAL LITERATURE.
CRP-8-144
ED 011 989

- KOREAN LITERATURE, TOPICS AND THEMES.
ACLS-PROJ-35
ED 012 027

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ED 012 155

LITERATURE REVIEWS

- FACTORS RELATING TO OCCUPATIONAL AND EDUCATIONAL
DECISION-MAKING OF RURAL YOUTH. RESEARCH SUMMARY.
DOA-EDUC-REP-1
ED 012 322

LONGITUDINAL STUDIES

- BLUEPRINT FOR A NATIONWIDE LONGITUDINAL STUDY OF
ADOLESCENT BOYS, INTERIM REPORT.
VVP-1
ED 012 068

LOW ABILITY STUDENTS

- AN EXPERIMENTAL PROGRAM FOR "LOW-ABILITY" STUDENTS.
SECOND PROGRESS REPORT.
COUNSELING CENTER STUDY-66-1
ED 012 186

- ADMINISTRATIVE PROCEDURES INVOLVED IN STIMULATING,
DEVELOPING, AND IMPLEMENTING A CURRICULUM FOR LOW-ABILITY
STUDENTS AT LOS ANGELES CITY COLLEGE.
ED 012 187

LOW ACHIEVERS

- AN EXPERIMENTAL PROGRAM FOR "LOW-ABILITY" STUDENTS.
SECOND PROGRESS REPORT.
COUNSELING CENTER STUDY-66-1
ED 012 186

- ADMINISTRATIVE PROCEDURES INVOLVED IN STIMULATING,
DEVELOPING, AND IMPLEMENTING A CURRICULUM FOR LOW-ABILITY
STUDENTS AT LOS ANGELES CITY COLLEGE.
ED 012 187

- EXPERIMENTS WITH TOKEN REINFORCEMENT IN A REMEDIAL
CLASSROOM.
ED 012 284

LOW INCOME

POVERTY'S CHILDREN, A VIEW OF POOR FAMILIES BASED ON
RESEARCH SPONSORED BY THE HEALTH AND WELFARE COUNCIL OF
THE NATIONAL CAPITAL AREA.

ED 012 281

LOWER CLASS

STYLES OF CATEGORIZATION AMONG LOWER-CLASS KINDERGARTEN
CHILDREN.

ED 012 279

LUMBER INDUSTRY

A STUDY OF THE LUMBER INDUSTRY IN IDAHO, PART I.

ED 012 326

A STUDY OF THE LUMBER INDUSTRY IN IDAHO, PART II.

ED 012 327

MACHINE TRANSLATION

ON THE NOTION OF "EQUIVALENT SENTENCE STRUCTURE."

POLA-11-3

ED 012 009

MALES

TEACHERS' INTERACTIONS WITH BOYS AND WITH GIRLS.

BR-5-0252-1

ED 011 935

MANDARIN CHINESE

PROGRESS REPORT ON MANDARIN TONE STUDY.

POLA-8-1

ED 012 003

RESULTATIVE VERBS AND OTHER PROBLEMS.

POLA-8-2

ED 012 004

TWO ASPECT MARKERS IN MANDARIN.

POLA-8-4

ED 012 006

ENGLISH AND MANDARIN CHINESE--DEFINITE AND INDEFINITE

DETERMINERS AND MODIFYING CLAUSE STRUCTURES.

POLA-11-1

ED 012 007

INTERROGATION IN ENGLISH AND MANDARIN CHINESE.

POLA-11-2

ED 012 008

SUBJECT AND OBJECT IN MANDARIN.

POLA-13-2

ED 012 011

MANPOWER DEVELOPMENT

REVIEW OF STANISLAUS COUNTY MULTI-OCCUPATIONAL VOCATIONAL
TRAINING PROJECT, 1964-1965.

ED 011 997

MARRIAGE

A STUDY OF THE ASPIRATIONS OF MARRIED WOMEN COLLEGE

GRADUATES.

BR-5-9357

ED 012 345

MASTER PLANS

COMMUNITY COLLEGES IN PENNSYLVANIA, A REPORT TO THE STATE
BOARD OF EDUCATION.

ED 012 179

LONG-RANGE PLAN FOR THE DEVELOPMENT OF THE COMMUNITY
COLLEGE SYSTEM IN THE STATE OF WASHINGTON.

ED 012 184

MATHEMATICAL MODELS

TOWARDS BETTER CURRICULA THROUGH COMPUTER SELECTED
SEQUENCING OF SUBJECT MATTER.

ED 012 106

MATHEMATICS CURRICULUM

EFFECTS OF EXPERIMENTAL PROGRAMS FOR SECONDARY
MATHEMATICS ON PUPIL INTEREST IN MATHEMATICS AS INDICATED
BY AN OVERT PARTICIPATION INDEX OF INTEREST.

BR-5-1028-TR-2

ED 011 941

MATHEMATICS INSTRUCTION

PARTICIPANT TEACHER JUDGMENTS OF EXPERIMENTAL PROGRAMS IN
SECONDARY MATHEMATICS.

BR-5-1028-TR-3

ED 011 942

A STUDY OF THE EFFECTS OF EXPERIMENTAL PROGRAMS ON PUPIL
ACHIEVEMENT OBSERVED DURING FIRST THREE YEARS OF THE
PROJECT, SECONDARY MATHEMATICS EVALUATION PROJECT.
INTERIM REPORT.

MNL-TR-66-4

ED 011 977

MATHEMATICS MATERIALS

PURCHASE GUIDE FOR PROGRAMS IN SCIENCE AND MATHEMATICS.

ED 012 237

MEASUREMENT INSTRUMENTS

THE DEVELOPMENT AND TESTING OF INSTRUMENTS AND PROCEDURES
FOR A STUDY OF STUDENT SELECTION PRACTICES IN TECHNICAL
EDUCATION PROGRAMS.

BR-5-8255

ED 011 972

MEASUREMENT TECHNIQUES

RESPONSE COMPLEXITY AND EXPERIMENTAL DESIGN.

BR-5-0252-4

ED 011 939

WORDS VS. PSEUDO WORDS. STUDIES OF ORAL READING, I.

BR-5-0617-5

ED 011 952

PRONOUNCEABILITY. STUDIES OF ORAL READING, II.

BR-5-0617-6

ED 011 953

MEDIA RESEARCH

CLOSING THE GAP - RESEARCH AND PRACTICE.

BR-5-0216-8

ED 011 949

A PROCEDURAL AND COST ANALYSIS STUDY OF MEDIA IN
INSTRUCTIONAL SYSTEMS DEVELOPMENT, PARTS A AND B.

BR-5-0990-PT-A-B

ED 011 959

MEDIA SPECIALISTS

CLOSING THE GAP - RESEARCH AND PRACTICE.

BR-5-0216-8

ED 011 949

MEDICAL SERVICES

A STUDY OF THE INTEGRATION OF SERVICES OF INDUSTRIAL MEDICAL DEPARTMENTS AND A REHABILITATION CENTER. FINAL REPORT.

ED 012 062

MENDE

BASIC COURSE IN MENDE.
BR-6-1491-2

ED 012 018

SHORT COURSE IN MENDE.
BR-6-1491-1

ED 012 019

MENTAL HEALTH

MENTAL HEALTH OF CHILDREN, THE CHILD PROGRAM OF THE NATIONAL INSTITUTE OF MENTAL HEALTH.
PHS-PUB-1396

ED 012 114

MENTAL HEALTH PROGRAMS

PREVENTIVE ACTION IN COLLEGE MENTAL HEALTH.

ED 012 070

MENTAL HEALTH OF CHILDREN, THE CHILD PROGRAM OF THE NATIONAL INSTITUTE OF MENTAL HEALTH.
PHS-PUB-1396

ED 012 114

MENTALLY HANDICAPPED

SELECTED CHARACTERISTICS OF THE MENTALLY RETARDED CLIENTS REHABILITATED.

ED 012 113

DAY CAMPING FOR THE MENTALLY RETARDED.

ED 012 115

A HIGH SCHOOL WORK-STUDY PROGRAM FOR MENTALLY SUBNORMAL STUDENTS.

ED 012 136

RESEARCH ABSTRACTS, VOLUME VIII.

ED 012 221

RESEARCH ABSTRACTS, VOLUME VII.

ED 012 222

METHODS COURSES

PSYCHOLOGICAL CONCEPTIONS OF TEACHING.
BR-5-0252-5

ED 011 939

STUDENT TEACHING AND THE FSM FORCE A CHANGE.

ED 012 165

METHODS TEACHERS

SEMINAR ON FOREIGN LANGUAGE TEACHER PREPARATION FOR COLLEGE TEACHERS (DEPAUW UNIVERSITY, JUNE 15 TO JULY 10, 1964). FINAL REPORT.

ED 012 151

MEXICAN AMERICANS

DEVELOPING CURRICULUM FOR INDIAN CHILDREN.

ED 012 188

DIGNITY OF THEIR OWN. HELPING THE DISADVANTAGED BECOME FIRST-CLASS CITIZENS.

ED 012 195

MICROTEACHING

AN ANALYTICAL APPROACH TO RESEARCH ON INSTRUCTIONAL METHODS.
BR-5-0252-2

ED 011 936

TOWARD A PRACTICE-CENTERED PROGRAM FOR THE TRAINING AND EVALUATION OF FOREIGN LANGUAGE TEACHERS.

BR-5-0252-6

ED 011 940

MIDDLE CLASS

STYLES OF CATEGORIZATION AMONG LOWER-CLASS KINDERGARTEN CHILDREN.

ED 012 279

MIGRANT WELFARE SERVICES

SOME ASPECTS OF URBAN PROGRAMMING FOR RURAL IN-MIGRANT YOUTH.

ED 012 207

MIGRANTS

DIGNITY OF THEIR OWN. HELPING THE DISADVANTAGED BECOME FIRST-CLASS CITIZENS.

ED 012 195

SOME ASPECTS OF URBAN PROGRAMMING FOR RURAL IN-MIGRANT YOUTH.

ED 012 207

MINIMALLY BRAIN INJURED

CHILDHOOD APHASIA AND BRAIN DAMAGE--A DEFINITION.

ED 012 139

MINORITY GROUP CHILDREN

FREE CHOICE OPEN ENROLLMENT - JUNIOR HIGH SCHOOLS.

ED 012 289

MNEMONICS

ORDER OF SOLUTIONS IN AMBIGUOUS ANAGRAMS AS A FUNCTION OF WORD FREQUENCY OF THE SOLUTION WORDS.

BR-5-0216-5

ED 011 946

MODELS

A SENSITIVITY TRAINING IMPACT MODEL--SOME FIRST (AND SECOND) THOUGHTS ON THE EVALUATION OF SENSITIVITY TRAINING. EXPLORATIONS IN HUMAN RELATIONS TRAINING AND RESEARCH, NUMBER 3.

ED 011 990

DETERMINANTS OF SCHOOL ENROLLMENT AND SCHOOL PERFORMANCE.

ED 012 091

SOME RESULTS OF A SIMULATION OF AN URBAN SCHOOL DISTRICT.
R-042467

ED 012 096

MODELS

(CONTINUED)

APPLYING OPERATIONAL ANALYSIS TO URBAN EDUCATIONAL
SYSTEMS, A WORKING PAPER.

ED 012 097

A THEORETICAL MODEL FOR RESEARCH IN EDUCATION.

ED 012 256

MODERN LANGUAGE CURRICULUM

SOME THOUGHTS ON THE TEACHING AND LEARNING OF FOREIGN
LANGUAGES IN THE 1975-85 PERIOD.

ED 012 148

MODERN LANGUAGES

RECENT DEVELOPMENTS IN THE PREPARATION OF COLLEGE
TEACHERS IN THE WAKE OF THE MACALLISTER REPORT.

ED 012 143

FOREIGN LANGUAGE CURRICULUM REPORT, SUMMARY OF
RECOMMENDATIONS AND IMPLICATIONS.

ED 012 144

A MEMORY SCHEDULE.

ED 012 150

THE LANGUAGE INSTRUCTOR AND TEACHING MACHINES.

ED 012 152

TESTS WITH A NEW LOOK AND A NEW PURPOSE--THE MLA
COOPERATIVE FOREIGN LANGUAGE TESTS.

ED 012 154

EVALUATIVE CRITERIA FOR MODERN FOREIGN LANGUAGE TEACHING.

ED 012 157

LANGUAGE LABORATORY RESEARCH STUDIES IN NEW YORK CITY
HIGH SCHOOLS--A DISCUSSION OF THE PROGRAM AND THE
FINDINGS.

ED 012 158

MODERN FOREIGN LANGUAGES, A FOUR-YEAR PROGRAM (GRADES
9-12).

ED 012 160

STUDENT TEACHING AND THE FSM FORCE A CHANGE.

ED 012 165

MORPHOLOGY (LANGUAGES)

TWO ASPECT MARKERS IN MANDARIN.
POLA-8-4

ED 012 006

MORPHOPHONEMICS

SPANISH SANDHI AND BINARY FEATURES.

ED 012 013

MOSSI

MORE BASIC COURSE.
BR-5-1206-1

ED 012 022

MOTIVATION

ANXIETY AND MOTIVATION AS FACTORS IN INHIBITORY POTENTIAL.
BR-5-0216-4

ED 011 945

REACTIVE INHIBITION (THE HULLIAN CONSTRUCT) AND
ACHIEVEMENT IN READING.
BR-5-0216-7

ED 011 948

PARTICIPATION OF ADULTS IN EDUCATION, A FORCE-FIELD
ANALYSIS.
CSLEA-OP-14

ED 011 096

MULTI HANDICAPPED

SELECTED CHARACTERISTICS OF THE MENTALLY RETARDED CLIENTS
REHABILITATED.

ED 012 113

NATIONAL PROGRAMS

SCHOOL-TEACHERS AND THE EDUCATION OF ADULTS. MANUALS ON
ADULT AND YOUTH EDUCATION, NUMBER 5.

ED 011 988

RESEARCH INFORMATION--NATIONAL, STATE, AND LOCAL NEEDS,
ROLES AND SERVICES AS VIEWED BY KENTUCKY LOCAL SYSTEM
DISTRICT PERSONNEL.

ED 012 269

NATIONAL SURVEYS

THE DEMAND FOR AND SELECTED SOURCES OF TEACHERS IN
VOCATIONAL AND TECHNICAL EDUCATION, STATE DIRECTOR SURVEY.

ED 012 331

NATURE CENTERS

NATURE CENTERS AND OUTDOOR EDUCATION FACILITIES.

ED 012 250

NEGATIVE REINFORCEMENT

VARIATIONS IN TEACHERS' REINFORCEMENT STYLE AND IMITATIVE
BEHAVIOR OF CHILDREN DIFFERING IN PERSONALITY
CHARACTERISTICS AND SOCIAL BACKGROUND.
CSEIP-TR-2

ED 012 273

NEGRO DIALECTS

LANGUAGE AND COMMUNICATION PROBLEMS IN SOUTHERN APPALACHIA.

ED 012 026

NEGRO EDUCATION

BALTIMORE, MARYLAND, CHANGE AND CONTRAST--THE CHILDREN
AND THE PUBLIC SCHOOLS. REPORT OF AN INVESTIGATION.

ED 012 094

NEGRO INSTITUTIONS

READING PERFORMANCE OF ELEMENTARY STUDENT TEACHERS IN A
DEVELOPING INSTITUTION.

ED 012 213

NEGRO MOTHERS

MATERIAL LANGUAGE STYLES AND THEIR IMPLICATIONS FOR
CHILDREN'S COGNITIVE DEVELOPMENT.

ED 012 282

NEGRO POPULATION TRENDS

PUBLIC SCHOOL SEGREGATION AND RELATED POPULATION
CHARACTERISTICS OF BUFFALO, NEW YORK.

ED 012 100

NEGRO STUDENTS

READING PERFORMANCE OF ELEMENTARY STUDENT TEACHERS IN A
DEVELOPING INSTITUTION.

ED 012 213

NEGROES

DIGNITY OF THEIR OWN. HELPING THE DISADVANTAGED BECOME
FIRST-CLASS CITIZENS.

ED 012 195

EQUALITY OF EDUCATIONAL OPPORTUNITY.
OE-38001

ED 012 275

NEUROLOGICALLY HANDICAPPED

CHILDHOOD APHASIA AND BRAIN DAMAGE--A DEFINITION.

ED 012 139

NEUROLOGICAL RESEARCH RELEVANT TO READING--1967.

ED 012 223

NOMINALS

THE ORDERING OF PRE-NOMINAL MODIFIERS IN ENGLISH.
POLA-8-3

ED 012 005

NONGRADED CLASSES

THE EXTENDED SUMMER PROGRAM, A TWO YEAR SUMMARY.

ED 012 263

NONSTANDARD DIALECTS

LANGUAGE AND COMMUNICATION PROBLEMS IN SOUTHERN APPALACHIA.

ED 012 026

NURSES

PITTSBURGH TECHNICAL HEALTH TRAINING INSTITUTE
DEMONSTRATION PROJECT. QUARTERLY REPORT, MARCH 15, 1967.

BR-6-2015

ED 011 978

ASSOCIATE DEGREE NURSING EDUCATION PROGRAMS IN
CALIFORNIA, 1953-1965.

ED 012 169

NURSING

ASSOCIATE DEGREE NURSING EDUCATION PROGRAMS IN
CALIFORNIA, 1953-1965.

ED 012 169

OCCUPATIONAL CHOICE

CONGRUENCE OF SELF AND IDEAL-SELF AND OCCUPATIONAL CHOICES.

ED 012 174

FACTORS RELATING TO OCCUPATIONAL AND EDUCATIONAL
DECISION-MAKING OF RURAL YOUTH. RESEARCH SUMMARY.
DOA-EDUC-REP-1

ED 012 322

AN ANALYSIS OF THE STUDENT POPULATION IN AGRICULTURAL
EDUCATION AT NORTH CAROLINA STATE UNIVERSITY.

RS-5

ED 012 328

A STUDY OF THE ASPIRATIONS OF MARRIED WOMEN COLLEGE
GRADUATES.

BR-5-8357

ED 012 345

OCCUPATIONAL CLUSTERS

A STUDY OF THE EDUCATIONAL NEEDS FOR WORKERS ENGAGED IN
OCCUPATIONS IN OFF-FARM AGRICULTURAL BUSINESSES IN
ALABAMA.

ED 012 297

A STUDY OF OFF-FARM AGRICULTURAL OCCUPATIONS IN NEW YORK
STATE.

ED 012 302

OFF-FARM AGRICULTURAL OCCUPATIONS IN PENNSYLVANIA,
EMPLOYMENT OPPORTUNITIES AND TECHNICAL EDUCATION NEEDS.
TERS-VOL-7-NO-1

ED 012 310

MECHANICAL DRAFTING AND DESIGN TECHNOLOGY, JOB
DESCRIPTIONS AND SUGGESTED TECHNIQUES FOR DETERMINING
COURSES OF STUDY IN VOCATIONAL EDUCATION PROGRAMS.

OE-80000-MISC-3570-1

ED 012 321

OCCUPATIONAL GUIDANCE

CONGRUENCE OF SELF AND IDEAL-SELF AND OCCUPATIONAL CHOICES.

ED 012 174

GUIDANCE COUNSELOR INSTITUTE FOR HEALTH CAREERS (JULY
7-22, 1966).

BR-6-2009

ED 012 342

OCCUPATIONAL HOME ECONOMICS

EMPLOYMENT OPPORTUNITIES FOR WOMEN IN ALASKA, A
COLLECTION OF DATA PERTAINING TO KNOWLEDGE AND SKILLS OF
HOME ECONOMICS AND HOW THESE CONTRIBUTE TO WAGE-EARNING
OCCUPATIONS.

ED 012 304

OCCUPATIONAL SURVEYS

A STUDY OF OFF-FARM AGRICULTURAL OCCUPATIONS IN NEW YORK
STATE.

ED 012 302

OCCUPATIONAL NEEDS FOR VOCATIONAL AND TECHNICAL EDUCATION
FOR NEW MEXICO. SUMMARY.

NNSU-PUB-8

ED 012 311

THE DEMAND FOR AND SELECTED SOURCES OF TEACHERS IN
VOCATIONAL AND TECHNICAL EDUCATION, STATE DIRECTOR SURVEY.

ED 012 331

OCCUPATIONS

ANALYSIS OF THE TESTING PROGRAM - NJTA PROJECT.

ED 012 211

OCCUPATIONS

(CONTINUED)

OCCUPATIONS IN COLORADO. PART I, OUTLOOK BY INDUSTRIES.

ED 012 314

OFF CAMPUS FACILITIESPRELIMINARY INVESTIGATION OF COMMUNICATION-LINKED
TECHNIQUES FOR OFF-CAMPUS TEACHING OF VOCATIONAL AND
TECHNICAL SUBJECTS.

BR-6-8254

ED 011 971

OFF FARM AGRICULTURAL OCCUPATIONSA STUDY OF THE EDUCATIONAL NEEDS FOR WORKERS ENGAGED IN
OCCUPATIONS IN OFF-FARM AGRICULTURAL BUSINESSES IN
ALABAMA.

ED 012 297

VOCATIONAL COMPETENCIES NEEDED FOR EMPLOYMENT IN THE FEED
INDUSTRY, A REPORT OF RESEARCH SUPPORTED BY THE MICHIGAN
STATE ALL-UNIVERSITY RESEARCH FUND, 1963-64.

ER-22

ED 012 299

A STUDY OF OFF-FARM AGRICULTURAL OCCUPATIONS IN NEW YORK
STATE.

ED 012 302

OFF-FARM AGRICULTURAL OCCUPATIONS IN PENNSYLVANIA,
EMPLOYMENT OPPORTUNITIES AND TECHNICAL EDUCATION NEEDS.
TERS-VOL-7-NO-1

ED 012 310

ON THE JOB TRAININGTHE BLOOMINGDALE PROJECT, REPORT OF A DEMONSTRATION
ON-THE-JOB TRAINING PROGRAM.

ED 012 290

OPEN ENROLLMENT

FREE CHOICE OPEN ENROLLMENT - JUNIOR HIGH SCHOOLS.

ED 012 289

OPERANT CONDITIONINGAPPLICATION OF OPERANT CONDITIONING IN A COLLEGE READING
CENTER.

ED 012 214

OPERATIONS RESEARCHA PROCEDURAL AND COST ANALYSIS STUDY OF MEDIA IN
INSTRUCTIONAL SYSTEMS DEVELOPMENT, PARTS A AND B.

BR-5-0990-PT-A-B

ED 011 959

SOME RESULTS OF A SIMULATION OF AN URBAN SCHOOL DISTRICT.
R-042467

ED 012 096

APPLYING OPERATIONAL ANALYSIS TO URBAN EDUCATIONAL
SYSTEMS, A WORKING PAPER.

ED 012 097

ORAL READING

WORDS VS. PSEUDO WORDS. STUDIES OF ORAL READING, I.

BR-5-0617-5

ED 011 952

PRONOUNCEABILITY. STUDIES OF ORAL READING, II.

BR-5-0617-6

ED 011 953

CONTINGENT VERSUS NON-CONTINGENT SPELLING PATTERNS.
STUDIES OF ORAL READING, III. PRELIMINARY DRAFT.

BR-5-0617-7

ED 011 954

HOMOGRAPHS IN A SEMANTIC CONTEXT. STUDIES IN ORAL
READINGS, VII. PRELIMINARY DRAFT.

BR-5-1213-7

ED 011 956

SENTENCE STRUCTURE AND THE EYE-VOICE SPAN. STUDIES IN
ORAL READING, IX. PRELIMINARY DRAFT.

BR-5-1213-9

ED 011 957

ORGANIZATIONAL CHANGETHE EMERGENT ROLES OF THE TEACHER AND THE AUTHORITY
STRUCTURE OF THE SCHOOL.

BR-5-0252-3

ED 011 937

READING BOOK, TWENTIETH ANNUAL SUMMER LABORATORIES IN
HUMAN RELATIONS TRAINING.

ED 011 989

ORGANIZATIONAL CLIMATETHE RELATIONSHIP BETWEEN TEACHER MORALE AND
ORGANIZATIONAL CLIMATE.

ED 012 266

ORGANIZATIONS (GROUPS)

YOUTH ORGANIZATIONS OTHER THAN CHURCHES.

ED 012 206

ORIENTATION

PERSONALITY ORIENTATIONS OF FARM, VILLAGE, AND URBAN BOYS.

ED 012 203

ORNAMENTAL HORTICULTUREA SURVEY OF DEPARTMENTS OF VOCATIONAL AGRICULTURE IN
DELAWARE TO ASCERTAIN THE EMPHASIS BEING GIVEN TO THE
AREAS OF ORNAMENTAL HORTICULTURE, FLORICULTURE, AND TURF
IN THE COURSE OF STUDY AND THE PHYSICAL FACILITIES
AVAILABLE.

DU-AG-ED-PUB-2

ED 012 303

ORNAMENTAL HORTICULTURE OCCUPATIONSEMPLOYMENT OPPORTUNITIES IN NEW MEXICO AND WEST TEXAS FOR
GRADUATES OF A TWO-YEAR PROGRAM IN APPLIED HORTICULTURE
AND AGRICULTURAL MACHINERY.

ED 012 339

ORTHOGRAPHIC SYMBOLSA STUDY OF PHONEME-GRAPHEME CORRESPONDENCE IN
MONOSYLLABIC WORDS.

ED 012 220

OUT OF SCHOOL YOUTHPROGRAMS AND PROSPECTS FOR OUT-OF-SCHOOL YOUTH--SCHOOL
DROPOUTS AND HIGH-SCHOOL GRADUATES.

ED 012 296

OUTDOOR EDUCATION

NATURE CENTERS AND OUTDOOR EDUCATION FACILITIES.

ED 012 250

PARAGRAPH COMPOSITION

THE IMPROVEMENT OF WRITTEN EXPRESSION AND COMPOSITION IN THE MOTHER TONGUE.

BR-5-1403

ED 012 029

PARAMEDICAL OCCUPATIONS

PITTSBURGH TECHNICAL HEALTH TRAINING INSTITUTE DEMONSTRATION PROJECT. QUARTERLY REPORT, MARCH 15, 1967.

BR-6-2015

ED 011 978

PARENT CHILD RELATIONSHIP

THE TELEOANALYTIC APPROACH TO GROUP COUNSELING.

ED 012 063

PARENT EDUCATION

EDUCATIONAL ATTAINMENT OF PARENTS AS RELATED TO STUDENTS' FEELINGS ABOUT SELF AND FAMILY.

MHP-BULL-33

ED 012 080

PARENT REACTION

PARENT AND COUNSELOR PERCEPTIONS OF THEIR PARTICIPATION IN GROUP COUNSELING, MONOGRAPH 3.

ED 012 081

PARENT SCHOOL RELATIONSHIP

CONFERENCE TIME FOR TEACHERS AND PARENTS, A TEACHERS GUIDE TO SUCCESSFUL CONFERENCE REPORTING.

ED 012 202

PARENT STUDENT RELATIONSHIP

EDUCATIONAL ATTAINMENT OF PARENTS AS RELATED TO STUDENTS' FEELINGS ABOUT SELF AND FAMILY.

MHP-BULL-33

ED 012 080

PARENT TEACHER CONFERENCES

CONFERENCE TIME FOR TEACHERS AND PARENTS, A TEACHERS GUIDE TO SUCCESSFUL CONFERENCE REPORTING.

ED 012 202

PARENTAL BACKGROUND

DETERMINANTS OF SCHOOL ENROLLMENT AND SCHOOL PERFORMANCE.

ED 012 091

PARENTS

GUIDANCE RESEARCH IN ACTION, GROUP COUNSELING WITH PARENTS, MONOGRAPH 2.

ED 012 077

YOU CAN RAISE YOUR HANDICAPPED CHILD.

ED 012 122

PART TIME TEACHING

ORIENTATION HELD FOR NEW MEMBERS OF PARTNERSHIP TEACHING PROGRAM.

ED 012 255

PARTICIPANT CHARACTERISTICS

CONTINUING EDUCATION OF PROFESSIONAL ENGINEERS. PEI SURVEY REPORT.

NSPE-PUB-1431

ED 011 999

ADULT EDUCATION IN METROPOLITAN TORONTO, A SITUATION REPORT.

ED 011 999

PARTICIPATION

PARTICIPATION OF ADULTS IN EDUCATION, A FORCE-FIELD ANALYSIS.

CSLEA-OP-14

ED 011 996

CONTINUING EDUCATION OF PROFESSIONAL ENGINEERS. PEI SURVEY REPORT.

NSPE-PUB-1431

ED 011 998

ADULT EDUCATION IN METROPOLITAN TORONTO, A SITUATION REPORT.

ED 011 999

PARTNERSHIP TEACHERS

ORIENTATION HELD FOR NEW MEMBERS OF PARTNERSHIP TEACHING PROGRAM.

ED 012 255

PATTERN DRILLS (LANGUAGE)

SHONA BASIC COURSE.

BR-5-1206-2

ED 012 023

PATTERNED RESPONSES

PERCEPTUAL LEARNING IN EDUCATIONAL SITUATIONS.

BR-5-1213

ED 011 955

PEER ACCEPTANCE

PEER ACCEPTANCE-REJECTION AND PERSONALITY DEVELOPMENT.

BR-5-0417

ED 012 069

PEER RELATIONSHIP

PEER ACCEPTANCE-REJECTION AND PERSONALITY DEVELOPMENT.

BR-5-0417

ED 012 069

PERCEPTION

GUIDANCE RESEARCH IN ACTION, GROUP COUNSELING WITH PARENTS, MONOGRAPH 2.

ED 012 077

PARENT AND COUNSELOR PERCEPTIONS OF THEIR PARTICIPATION IN GROUP COUNSELING, MONOGRAPH 3.

ED 012 081

INTERPERSONAL RELATIONSHIPS--A REVIEW. UTAH STUDIES IN VOCATIONAL REHABILITATION.

RRRI-BULL-1

ED 012 073

PERCEPTUAL DEVELOPMENT

PERCEPTUAL LEARNING IN EDUCATIONAL SITUATIONS.

BR-5-1213

ED 011 955

PERCEPTUAL DEVELOPMENT

KINDERGARTEN PERCEPTION TRAINING--ITS EFFECT ON
FIRST-GRADE READING.

(CONTINUED)

ED 012 219

PERIODICALS

PERIODICALS AUTOMATION AT MIAMI-DADE JUNIOR COLLEGE.

ED 012 176

PERSONAL GROWTH

READING BOOK, TWENTIETH ANNUAL SUMMER LABORATORIES IN
HUMAN RELATIONS TRAINING.

ED 011 989

PERSONAL INTERESTS

A COMPARISON OF THE COMMUTING AND NON-COMMUTING STUDENT.
BR-5-8185

ED 011 967

PERSONAL VALUES

A STUDY OF NON-INTELLECTUAL FACTORS IN SUPERIOR (AVERAGE
AND SLOW) HIGH SCHOOL STUDENTS. THE CREATIVE INTELLECTUAL
STYLE IN GIFTED ADOLESCENTS. MOTIVATION TO
LEARN--ATTITUDES, INTERESTS AND VALUES.

BR-5-0480

ED 011 979

PERSONALITY

PERSONALITY ORIENTATIONS OF FARM, VILLAGE, AND URBAN BOYS.

ED 012 203

PERSONNEL

TYPES OF JOBS IN COMMUNITY DEVELOPMENTS, SUMMARY OF A
REPORT OF A RECONNAISSANCE STUDY MADE UNDER THE AUSPICES
OF THE DEPARTMENT OF COMMUNITY DEVELOPMENT, UNIVERSITY OF
MISSOURI, 1965.

ED 011 987

PERSONNEL SELECTION

EVALUATION AND SELECTION IN THE 1966-67 ACADEMIC
ADMINISTRATION INTERNSHIP PROGRAM.

ACE-RR-VOL-1-NO-3

ED 012 095

PHONETIC ANALYSIS

A COMPARISON OF SYLLABLE LENGTH CONDITIONING AMONG
LANGUAGES.

ED 012 147

PHONETIC STRESS

A COMPARISON OF SYLLABLE LENGTH CONDITIONING AMONG
LANGUAGES.

ED 012 147

PHRASE STRUCTURE

THE ORDERING OF PRE-NOMINAL MODIFIERS IN ENGLISH.

POLA-8-3

ED 012 005

TWO ASPECT MARKERS IN MANDARIN.

POLA-8-4

ED 012 006

PHYSICAL EDUCATION

THE DEVELOPMENT AND EVALUATION OF THREE TYPES OF PHYSICAL
EDUCATION PROGRAMS FOR EDUCABLE MENTALLY RETARDED BOYS.
FINAL REPORT.

BR-6-8054

ED 012 141

PHYSICALLY HANDICAPPED

A STUDY OF THE INTEGRATION OF SERVICES OF INDUSTRIAL
MEDICAL DEPARTMENTS AND A REHABILITATION CENTER. FINAL
REPORT.

ED 012 062

HOSPITAL CLASSES FOR THE PHYSICALLY HANDICAPPED.

ED 012 137

PHYSICS INSTRUCTION

HIGH SCHOOL PHYSICS BY TELEVISION--THE HOUSTON AREA
PROJECT.

NDEA-VIIA-306

ED 011 965

PICTORIAL STIMULI

RELATIONSHIP OF RACE, SEX AND GRADE TO RESPONSES, TO
VERBAL AND PICTORIAL STIMULI. PART II, A STUDY IN SMALL
SOUTHERN CITIES.

BR-5-0216-3

ED 011 944

CHILDREN'S READING--SYNTACTIC STRUCTURE AND COMPREHENSION
DIFFICULTY. FINAL REPORT.

BR-6-8331

ED 011 975

PILOT PROJECTS

HIGH SCHOOL ORIENTATION PROGRAM--A FOUR-PHASE PROGRAM OF
SCHOOL COOPERATION.

ED 012 059

PRINCIPLES AND PROGRAMS OF COMPENSATORY EDUCATION.

ED 012 060

PREVENTIVE ACTION IN COLLEGE MENTAL HEALTH.

ED 012 070

FIFTEEN PILOT PROGRAMS IN ELEMENTARY GUIDANCE IN THE
STATE OF INDIANA 1965-66.

ISOP1-BULL-253

ED 012 072

GUIDE TO ASSESSMENT AND EVALUATION PROCEDURES, THE NEW
ENGLAND EDUCATIONAL PROJECT.

ED 012 087

REPORT ON EVALUATION OF PILOT CIVICS INSTITUTES, NDEA 1966.

ED 012 272

PLANNING

THE NEXT TWENTY YEARS--BACKGROUND NOTES FOR ADULT
COUNSELING PLANNING.

ED 012 054

POLICY FORMATION

STRUCTURE AS A DETERMINANT OF DEMOCRATIC ADMINISTRATION.

ED 012 172

POPULATION TRENDS

HIGHER EDUCATION--A POPULATION FLOW FEEDBACK MODEL.
ED 012 104

POST HIGH SCHOOL DISTRIBUTIVE EDUCATION IN BUCKS COUNTY,
PENNSYLVANIA; A FEASIBILITY STUDY.
ED 012 312

IMPORTANT FACTORS CONCERNING HUMAN RESOURCES IN
MISSISSIPPI. PRELIMINARY REPORT NUMBER 11.
PR-11 ED 012 325

POSITIVE REINFORCEMENT

VARIATIONS IN TEACHERS' REINFORCEMENT STYLE AND IMITATIVE
BEHAVIOR OF CHILDREN DIFFERING IN PERSONALITY
CHARACTERISTICS AND SOCIAL BACKGROUND.
CSEIP-TR-2 ED 012 273

SCORE - A DESCRIPTION.
ED 012 286

POST SECONDARY EDUCATION

SHEET METAL WORKER, A SUGGESTED TRAINING COURSE.
ED 012 336

INSTRUMENTATION TECHNOLOGY, A SUGGESTED 2-YEAR POST HIGH
SCHOOL CURRICULUM. TECHNICAL EDUCATIONAL PROGRAM SERIES,
NUMBER 6.
OE-80033 ED 012 337

POST SECONDARY EDUCATION DISTRICT OF COLORADO

CIVIL TECHNOLOGY, HIGHWAY AND STRUCTURAL OPTIONS, A
SUGGESTED 2-YEAR POST HIGH SCHOOL CURRICULUM. TECHNICAL
EDUCATION PROGRAM SERIES, NUMBER 8.
OE-80041 ED 012 338

POSTSECONDARY EDUCATION

POST HIGH SCHOOL DISTRIBUTIVE EDUCATION IN BUCKS COUNTY,
PENNSYLVANIA; A FEASIBILITY STUDY.
ED 012 312

THE INFLUENCE OF INDUSTRIAL ARTS EXPERIENCE ON GRADES
EARNED IN POST-HIGH SCHOOL TRADE AND TECHNICAL
CURRICULUMS.
CRP-2050 ED 012 324

EMPLOYMENT OPPORTUNITIES IN NEW MEXICO AND WEST TEXAS FOR
GRADUATES OF A TWO-YEAR PROGRAM IN APPLIED HORTICULTURE
AND AGRICULTURAL MACHINERY.
ED 012 339

PREDICTION

A COMPARISON OF TERMINAL WITH COLLEGE PARALLEL FEMALES AT
GEORGIA SOUTHWESTERN COLLEGE.
USG-RB-4-66 ED 012 170

PREJUDGING THE SUCCESS OF AN EXPERIMENTAL PROJECT.
ED 012 265

PREDICTIVE ABILITY (TESTING)

NON-INTELLECTIVE PREDICTORS OF ACHIEVEMENT IN COLLEGE.
MNSC-RR-VOL-1-NO-6 ED 012 084

THE IDENTIFICATION OF KINDERGARTEN CHILDREN LEAST LIKELY
TO SHOW SPONTANEOUS IMPROVEMENT IN SPEECH SOUND
ARTICULATION.
ED 012 140

PREDICTIVE MEASUREMENT

THE VALIDITY OF TWO PREDICTORS OF COUNSELOR SATISFACTION
AND COUNSELOR SATISFACTORINESS.
ED 012 053

PREDICTIVE VALIDITY

PREDICTING GRADES FROM BELOW CHANCE TEST SCORES.
USG-RB-3-66 ED 012 082

PRESCHOOL CHILDREN

A STUDY OF OLDER SIBLINGS OF CHILDREN IN A PRESCHOOL
INTERVENTION PROJECT. FINAL REPORT.
BR-6-1421-DARCEE-VOL-1-NO-2 ED 011 982

VISION SCREENING OF THE PRESCHOOL CHILD; REPORT OF A STUDY.
CB-PUB-#14-1964 ED 012 120

MATERIAL LANGUAGE STYLES AND THEIR IMPLICATIONS FOR
CHILDREN'S COGNITIVE DEVELOPMENT.
ED 012 282

PRESCHOOL EDUCATION

PRESCHOOL EDUCATION, A SELECTED BIBLIOGRAPHY.
ED 012 293

THE NET IMPACT OF THE CARDOZA AREA DEMONSTRATION PROGRAM,
1964-1965. FIRST YEAR REPORT.
ED 012 299

PRESCHOOL PROGRAMS

A STUDY OF OLDER SIBLINGS OF CHILDREN IN A PRESCHOOL
INTERVENTION PROJECT. FINAL REPORT.
BR-6-1421-DARCEE-VOL-1-NO-2 ED 011 982

PRESERVICE EDUCATION

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ED 012 185

IMPERATIVES FOR CHANGE, NEW YORK STATE EDUCATION
CONFERENCE ON COLLEGE AND UNIVERSITY PROGRAMS FOR
TEACHERS OF THE DISADVANTAGED (YESHIVA UNIVERSITY, APRIL
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ED 012 271

PREVOCATIONAL EDUCATION

EMPLOYMENT ORIENTATION AND RELATED FIELDS, A CURRICULUM
GUIDE. FOR TEACHERS OF HIGH SCHOOL AGE EDUCABLES.
ED 012 123

PRIMARY GRADES

HOW A LANGUAGE-EXPERIENCE PROGRAM WORKS.

ED 012 226

PROBABILITY

FUNDAMENTALS OF STATISTICAL DECISION THEORY.

ED 012 057

PROBLEM SOLVINGREVIEW AND PROSPECTUS, FIRST ANNUAL REPORT OF THE
RESEARCH AND DEVELOPMENT CENTER FOR LEARNING AND
RE-EDUCATION.

BR-5-0216-1

ED 011 943

ORDER OF SOLUTIONS IN AMBIGUOUS ANAGRAMS AS A FUNCTION OF
WORD FREQUENCY OF THE SOLUTION WORDS.

BR-5-0216-5

ED 011 946

FUNDAMENTALS OF STATISTICAL DECISION THEORY.

ED 012 057

PROFESSIONAL CONTINUING EDUCATIONCONTINUING EDUCATION OF PROFESSIONAL ENGINEERS. PEI
SURVEY REPORT.

NSPE-PUB-1431

ED 011 998

PROFESSIONAL EDUCATION

THE DOCTORATE IN ADULT EDUCATION, 1935-1965.

ED 011 994

PROFESSIONAL TRAININGTYPES OF JOBS IN COMMUNITY DEVELOPMENTS, SUMMARY OF A
REPORT OF A RECONNAISSANCE STUDY MADE UNDER THE AUSPICES
OF THE DEPARTMENT OF COMMUNITY DEVELOPMENT, UNIVERSITY OF
MISSOURI, 1965.

ED 011 987

THE CONTINUING SEARCH FOR CRITERIA.

AACTE-PAPER-3

ED 012 257

PROGRAM DESCRIPTIONS

TEACHER EDUCATION AND THE NEW MEDIA.

BR-5-1348

ED 011 980

THE SPECIAL SERVICES PROGRAM IN THE CHAMPAIGN SCHOOLS.

ED 012 125

OHIO'S PROGRAM FOR HEARING HANDICAPPED CHILDREN.

ED 012 138

A REPORT ON THE SECOND YEAR, 1964-65, OF THE URBAN
SEMESTER, A PROGRAM IN TEACHER EDUCATION OF THE
ASSOCIATED COLLEGES OF THE MIDWEST.

ED 012 253

PROPOSAL FOR ESTABLISHMENT OF PROTOTYPE OCCUPATIONAL AND
RESEARCH DEVELOPMENT COORDINATING UNIT.

BR-5-0109

ED 012 330

ESTABLISHING A CENTER FOR RESEARCH IN VOCATIONAL AND
TECHNICAL EDUCATION.

BR-5-0093

ED 012 333

OKLAHOMA VOCATIONAL RESEARCH COORDINATING UNIT.

BR-5-0139

ED 012 343

THE CENTER FOR RESEARCH, DEVELOPMENT, AND TRAINING IN
OCCUPATIONAL EDUCATION.

BR-5-1005

ED 012 344

PILOT PROGRAM FOR THE EXPANSION OF A STATE RESEARCH
COORDINATING UNIT.

BR-5-0101

ED 012 346

THE ESTABLISHMENT OF THE STATE RESEARCH COORDINATING UNIT
FOR THE STATE OF NEW MEXICO.

BR-5-0103

ED 012 347

PROGRAM DEVELOPMENTADULT EDUCATION AND TELEVISION, A COMPARATIVE STUDY IN
CANADA, CZECHOSLOVAKIA, AND JAPAN.

ED 011 993

ADULT AND EXTENSION ART EDUCATION, DISCUSSIONS OF
PROBLEMS IN A GROWING FIELD.

ED 011 995

KANSAS STATE PLAN FOR ADULT BASIC EDUCATION.

ED 012 000

GUIDANCE HANDBOOK FOR SPECIAL EDUCATION, A PLAN FOR
INITIATING, BUILDING, IMPLEMENTING, AND CONDUCTING
PROGRAMS FOR EXCEPTIONAL CHILDREN WITH GUIDELINES FOR
FOLLOWING LEGAL REQUIREMENTS AND DEVELOPING DISTRICT
PHILOSOPHY AND OBJECTIVES.

ED 012 124

FILES--IN SEARCH OF DISCIPLINE AND CONTENT.

ED 012 164

CIVIL TECHNOLOGY, HIGHWAY AND STRUCTURAL OPTIONS, A
SUGGESTED 2-YEAR POST HIGH SCHOOL CURRICULUM. TECHNICAL
EDUCATION PROGRAM SERIES, NUMBER 8.

OE-80041

ED 012 336

PROGRAM EFFECTIVENESSPARTICIPANT TEACHER JUDGMENTS OF EXPERIMENTAL PROGRAMS IN
SECONDARY MATHEMATICS.

BR-5-1028-TR-3

ED 011 942

HIGH SCHOOL PHYSICS BY TELEVISION--THE HOUSTON AREA
PROJECT.

NDEA-VITA-306

ED 011 965

TEACHER EDUCATION AND THE NEW MEDIA.

BR-5-1348

ED 011 980

PROGRAM EFFECTIVENESS

(CONTINUED)

A SENSITIVITY TRAINING IMPACT MODEL--SOME FIRST (AND SECOND) THOUGHTS ON THE EVALUATION OF SENSITIVITY TRAINING. EXPLORATIONS IN HUMAN RELATIONS TRAINING AND RESEARCH, NUMBER 3.

ED 011 990

PROGRAM EVALUATION

AN ANALYSIS OF A TRAINING PROGRAM FOR WASHINGTON'S NEW 4-H LEADERS.

ED 012 001

GUIDE TO ASSESSMENT AND EVALUATION PROCEDURES, THE NEW ENGLAND EDUCATIONAL PROJECT.

ED 012 087

EVALUATION AND SELECTION IN THE 1966-67 ACADEMIC ADMINISTRATION INTERSHIP PROGRAM.

ACE-RR-VOL-1-NO-3

ED 012 095

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ED 012 124

EVALUATIVE CRITERIA FOR MODERN FOREIGN LANGUAGE TEACHING.

ED 012 157

FLES--IN SEARCH OF DISCIPLINE AND CONTENT.

ED 012 164

ANALYSIS OF THE TESTING PROGRAM -- NDTA PROJECT.

ED 012 211

EVALUATION OF THE 1965 SECONDARY SUMMER SCHOOL PROGRAM. OUSD-RR-7

ED 012 217

PROGRAM GUIDES

THE SPECIAL SERVICES PROGRAM IN THE CHAMPAIGN SCHOOLS.

ED 012 125

SUPERVISING OCCUPATIONAL EXPERIENCE PROGRAMS, A SPECIAL CONFERENCE REPORT. RIS-7

ED 012 309

FARM BUSINESS ANALYSIS, GUIDELINES FOR A SUGGESTED PROGRAM IN FARM MANAGEMENT. OE-81010

ED 012 323

PROGRAM IMPROVEMENT

FOREIGN LANGUAGE CURRICULUM REPORT, SUMMARY OF RECOMMENDATIONS AND IMPLICATIONS.

ED 012 144

PROGRAM PLANNING

SUPERVISING OCCUPATIONAL EXPERIENCE PROGRAMS, A SPECIAL CONFERENCE REPORT. RIS-7

ED 012 309

MECHANICAL DRAFTING AND DESIGN TECHNOLOGY, JOB DESCRIPTIONS AND SUGGESTED TECHNIQUES FOR DETERMINING COURSES OF STUDY IN VOCATIONAL EDUCATION PROGRAMS.

OE-80000-NISC-3570-1

ED 012 321

PROGRAMED INSTRUCTION

USING COMPUTERS IN EDUCATION--SOME PROBLEMS AND SOLUTIONS. SP-2545-002-00

ED 012 092

THE LANGUAGE INSTRUCTOR AND TEACHING MACHINES.

ED 012 152

SYSTEMS APPROACH TO LEARNING.

ED 012 102

SELECTION AND USE OF PROGRAMED MATERIALS--A HANDBOOK FOR TEACHERS.

ED 012 209

THE DIFFERENTIAL EFFECT OF INTERIM TESTING IN THE USE OF AN AUTO-INSTRUCTIONAL PROGRAM IN AN AREA OF GENERAL SCIENCE FOR TEACHERS.

ED 012 252

PROGRAMED MATERIALS

WORK INSTRUCTION PROGRAMS FOR THE FOOD SERVICE INDUSTRY. BR-6-2159

ED 011 961

SELECTION AND USE OF PROGRAMED MATERIALS--A HANDBOOK FOR TEACHERS.

ED 012 209

PROGRAMED TEXTS

HAITIAN CREOLE BASIC COURSE. PART I, PROGRAMED INSTRUCTION, STUDENT WORKBOOK.

BR-5-1300-1

ED 012 020

HAITIAN CREOLE BASIC COURSE. PART I, PROGRAMED INTRODUCTION, TAPE SCRIPT.

BR-5-1300-2

ED 012 021

PROGRAMS

ENVISIONING A NEW KIND OF SCHOOL, A PLAN FOR REDESIGNING A TOTAL SCHOOL PROGRAM.

ED 012 196

EVALUATION REPORT--ESEA PROGRAM OF COMPENSATORY EDUCATION. ABSTRACT.

ED 012 277

PSYCHOLINGUISTICS

PSYCHOLINGUISTIC SIMILARITIES IN THE ACQUISITION OF ENGLISH AND RUSSIAN AS NATIVE LANGUAGES.

ED 012 019

ANNOTATED BIBLIOGRAPHY OF RAND PUBLICATIONS IN COMPUTATIONAL LINGUISTICS.

RM-3854-3

ED 012 017

PSYCHOLOGICAL EVALUATION

CONCEPTS EMPLOYED BY ACCURATE AND INACCURATE CLINICIANS.

ED 012 071

PSYCHOLOGICAL STUDIES

THE PSYCHOLOGY OF READING.

ED 012 225

STYLES OF CATEGORIZATION AMONG LOWER-CLASS KINDERGARTEN CHILDREN.

ED 012 279

PSYCHOMOTOR SKILLS

THE DEVELOPMENT AND EVALUATION OF THREE TYPES OF PHYSICAL EDUCATION PROGRAMS FOR EDUCABLE MENTALLY RETARDED BOYS. FINAL REPORT.

BR-6-8054

ED 012 141

PUBLIC SCHOOL ADULT EDUCATION

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ED 011 986

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ED 012 002

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EQUALITY OF EDUCATIONAL OPPORTUNITY.

OE-38001

ED 012 275

PUZZLES

ORDER OF SOLUTIONS IN AMBIGUOUS ANAGRAMS AS A FUNCTION OF WORD FREQUENCY OF THE SOLUTION WORDS.

BR-5-0216-5

ED 011 946

QUALIFICATIONS

TEACHER AIDES AT WORK.

ED 012 264

QUECHUA

QUECHUA LANGUAGE MATERIALS PROJECT, GUIDE TO THE MATERIALS.

BR-5-1231-13

ED 012 030

ENGLISH-QUECHUA DICTIONARY--CUZCO, AYACUCHO, COCHABAMBA.

BR-5-1231-14

ED 012 031

SPOKEN CUZCO QUECHUA, UNITS 1-6.

BR-5-1231-1

ED 012 032

SPOKEN CUZCO QUECHUA, UNITS 7-12.

BR-5-1231-2

ED 012 033

CUZCO READER.

BR-5-1231-3

ED 012 034

THE STRUCTURE OF CUZCO QUECHUA.

BR-5-1231-4

ED 012 035

SPOKEN COCHABAMBA QUECHUA, UNITS 1-12.

BR-5-1231-5

ED 012 036

SPOKEN COCHABAMBA QUECHUA, UNITS 13-24.

BR-5-1231-6

ED 012 037

COCHABAMBA READER.

BR-5-1231-7

ED 012 038

THE STRUCTURE OF COCHABAMBA QUECHUA.

BR-5-1231-8

ED 012 039

SPOKEN AYACUCHO QUECHUA, UNITS 1-10.

BR-5-1231-9

ED 012 040

SPOKEN AYACUCHO QUECHUA, UNITS 11-20.

BR-5-1231-10

ED 012 041

AYACUCHO READER.

BR-5-1231-11

ED 012 042

THE STRUCTURE OF AYACUCHO QUECHUA.

BR-5-1231-12

ED 012 043

QUESTIONNAIRES

A PREFERRED ORDER FOR STUDYING CURRENT PROBLEMS IN MINNESOTA'S TRADE AND TECHNICAL PROGRAM.

ED 012 307

RACIAL DIFFERENCES

RELATIONSHIP OF RACE, SEX AND GRADE TO RESPONSES, TO VERBAL AND PICTORIAL STIMULI. PART II, A STUDY IN SMALL SOUTHERN CITIES.

BR-5-0216-3

ED 011 944

THE EFFECTS OF THE EXAMINER AND THE TESTING SITUATION UPON THE PERFORMANCE OF CULTURALLY DEPRIVED CHILDREN. PHASE I--INTELLIGENCE AND LANGUAGE ABILITY TEST SCORES AS A FUNCTION OF THE RACE OF THE EXAMINER. FINAL REPORT.

BR-6-1421-DARCEE-VOL-1-NO-3

ED 011 963

REACTIVE BEHAVIOR

ANXIETY AND MOTIVATION AS FACTORS IN INHIBITORY POTENTIAL.

BR-5-0216-4

ED 011 945

REACTIVE INHIBITION (THE HULLIAN CONSTRUCT) AND ACHIEVEMENT IN READING.

BR-5-0216-7

ED 011 948

WORDS VS. PSEUDO WORDS. STUDIES OF ORAL READING, I.

BR-5-0617-5

ED 011 952

PRONOUNCEABILITY. STUDIES OF ORAL READING, II.

BR-5-0617-6

ED 011 953

CONTINGENT VERSUS NON-CONTINGENT SPELLING PATTERNS. STUDIES OF ORAL READING, III. PRELIMINARY DRAFT.

BR-5-0617-7

ED 011 954

READING ABILITY

CONTINGENT VERSUS NON-CONTINGENT SPELLING PATTERNS. STUDIES OF ORAL READING, III. PRELIMINARY DRAFT.

BR-5-0617-7

ED 011 954

READING ABILITY

(CONTINUED)

READING PERFORMANCE OF ELEMENTARY STUDENT TEACHERS IN A
DEVELOPING INSTITUTION.

ED 012 213

READING ACHIEVEMENT

REACTIVE INHIBITION (THE HULLIAN CONSTRUCT) AND
ACHIEVEMENT IN READING.

BR-5-0216-7

ED 011 948

A STUDY OF THE EFFECT OF A FIRST GRADE LISTENING
INSTRUCTIONAL PROGRAM UPON ACHIEVEMENT IN LISTENING AND
READING.

BR-6-8469

ED 012 232

READING CENTERS

APPLICATION OF OPERANT CONDITIONING IN A COLLEGE READING
CENTER.

ED 012 214

READING COMPREHENSION

CHILDREN'S READING--SYNTACTIC STRUCTURE AND COMPREHENSION
DIFFICULTY. FINAL REPORT.

BR-6-0331

ED 011 975

READING DEVELOPMENT

SENTENCE STRUCTURE AND THE EYE-VOICE SPAN. STUDIES IN
ORAL READING, IX. PRELIMINARY DRAFT.

BR-5-1213-9

ED 011 957

READING DIFFICULTY

CHILDREN'S READING--SYNTACTIC STRUCTURE AND COMPREHENSION
DIFFICULTY. FINAL REPORT.

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ED 011 975

NEUROLOGICAL RESEARCH RELEVANT TO READING--1967.

ED 012 223

READING INSTRUCTION

READING MANUAL, A GUIDEBOOK FOR ILLINOIS WORKSHOPS IN
READING REMEDIATION.

ED 012 216

RESEARCH ABSTRACTS, VOLUME VI.

ED 012 218

KINDERGARTEN PERCEPTION TRAINING--ITS EFFECT ON
FIRST-GRADE READING.

ED 012 219

RESEARCH ABSTRACTS, VOLUME VIII.

ED 012 221

RESEARCH ABSTRACTS, VOLUME VII.

ED 012 222

A GROUPING PLAN CAPITALIZING ON THE INDIVIDUALIZED
READING APPROACH.

ED 012 227

THE TEACHING OF READING, A REPORT OF A STUDY CONDUCTED BY
THE CURRICULUM COMMITTEE OF THE MINNEAPOLIS CITIZENS
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ED 012 228

TEACHING THE EDUCABLE MENTALLY RETARDED CHILD TO READ.

LACS-18-EC-106

ED 012 230

CRITERIA FOR SELECTING MATERIALS TO TEACH READING.

ED 012 231

READING MATERIALS

CUZCO READER.

BR-5-1231-3

ED 012 034

COCHABAMBA READER.

BR-5-1231-7

ED 012 038

AYACUCHO READER.

BR-5-1231-11

ED 012 042

THE RATIONALE OF A NEW VISUAL LINGUISTIC APPROACH.

ED 012 224

CRITERIA FOR SELECTING MATERIALS TO TEACH READING.

ED 012 231

READING PROCESSES

HOMOGRAPHS IN A SEMANTIC CONTEXT. STUDIES IN ORAL
READINGS, VII. PRELIMINARY DRAFT.

BR-5-1213-7

ED 011 956

SENTENCE STRUCTURE AND THE EYE-VOICE SPAN. STUDIES IN
ORAL READING, IX. PRELIMINARY DRAFT.

BR-5-1213-9

ED 011 957

THE PSYCHOLOGY OF READING.

ED 012 225

READING PROGRAMS

READING MANUAL, A GUIDEBOOK FOR ILLINOIS WORKSHOPS IN
READING REMEDIATION.

ED 012 216

THE RATIONALE OF A NEW VISUAL LINGUISTIC APPROACH.

ED 012 224

A TWO-YEAR LONGITUDINAL STUDY TO DETERMINE THE ABILITY OF
FIRST GRADE CHILDREN TO LEARN TO READ USING THE
EARLY-TO-READ I/T/A, A RESEARCH SUMMARY.

MOSSPI-RR-07-07

ED 012 229

READING RESEARCH

WORDS VS. PSEUDO WORDS. STUDIES OF ORAL READING, 1.

BR-5-0617-5

ED 011 932

READING PERFORMANCE OF ELEMENTARY STUDENT TEACHERS IN A
DEVELOPING INSTITUTION.

ED 012 213

READING RESEARCH

EVALUATION OF THE 1965 SECONDARY SUMMER SCHOOL PROGRAM.
OUSD-RR-7 ED 012 217

RESEARCH ABSTRACTS, VOLUME VI.
ED 012 218

A STUDY OF PHONEME-GRAPHEME CORRESPONDENCE IN MONOSYLLABIC WORDS.
ED 012 220

RESEARCH ABSTRACTS, VOLUME VIII.
ED 012 221

RESEARCH ABSTRACTS, VOLUME VII.
ED 012 222

A TWO-YEAR LONGITUDINAL STUDY TO DETERMINE THE ABILITY OF FIRST GRADE CHILDREN TO LEARN TO READ USING THE EARLY-TO-READ I/T/A, A RESEARCH SUMMARY.
WOSSPI-RR-07-07 ED 012 229

A STUDY OF THE EFFECT OF A FIRST GRADE LISTENING INSTRUCTIONAL PROGRAM UPON ACHIEVEMENT IN LISTENING AND READING.
BR-6-8469 ED 012 232

READING SPEED

MONOGRAPHS IN A SEMANTIC CONTEXT. STUDIES IN ORAL READINGS, VII. PRELIMINARY DRAFT.
BR-5-1213-7 ED 011 956

APPLICATION OF OPERANT CONDITIONING IN A COLLEGE READING CENTER.
ED 012 214

RECREATIONAL ACTIVITIES

DAY CAMPING FOR THE MENTALLY RETARDED.
ED 012 115

RECRUITMENT

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BR-6-2005 ED 012 342

REHABILITATION

SELECTED CHARACTERISTICS OF THE MENTALLY RETARDED CLIENTS REHABILITATED.
ED 012 113

REHABILITATION COUNSELING

THE EVALUATION OF REHABILITATION COUNSELOR PERFORMANCE--A SURVEY OF STATE AGENCY PRACTICES.
ED 012 048

STRUCTURED CASE REVIEW STUDY.
ED 012 049

CRITERIA FOR COUNSELOR PERFORMANCE.
ED 012 050

(CONTINUED)

VALUES AND ATTITUDES OF VOCATIONAL REHABILITATION PERSONNEL TOWARD THE REHABILITATION COUNSELOR'S JOB.
ED 012 051

JOB SATISFACTION AND REHABILITATION COUNSELOR PERFORMANCE.
ED 012 052

THE VALIDITY OF TWO PREDICTORS OF COUNSELOR SATISFACTION AND COUNSELOR SATISFACTORINESS.
ED 012 053

INTERPERSONAL RELATIONSHIPS--A REVIEW. UTAH STUDIES IN VOCATIONAL REHABILITATION.
RRRI-BULL-1 ED 012 083

REHABILITATION PROGRAMS

A STUDY OF THE INTEGRATION OF SERVICES OF INDUSTRIAL MEDICAL DEPARTMENTS AND A REHABILITATION CENTER. FINAL REPORT.
ED 012 062

REINFORCEMENT

A PILOT BASIC EDUCATION PROGRAM FOR SCHOOL DROPOUTS INCORPORATING A TOKEN REINFORCEMENT SYSTEM.
ED 012 283

EXPERIMENTS WITH TOKEN REINFORCEMENT IN A REMEDIAL CLASSROOM.
ED 012 284

RELATIONSHIP

INTERPERSONAL RELATIONSHIPS--A REVIEW. UTAH STUDIES IN VOCATIONAL REHABILITATION.
RRRI-BULL-1 ED 012 083

REMEDIAL INSTRUCTION

EXPERIMENTS WITH TOKEN REINFORCEMENT IN A REMEDIAL CLASSROOM.
ED 012 284

REMEDIAL READING

READING MANUAL, A GUIDEBOOK FOR ILLINOIS WORKSHOPS IN READING REMEDIATION.
ED 012 216

RESEARCH

AN ANALYTICAL APPROACH TO RESEARCH ON INSTRUCTIONAL METHODS.
BR-5-0252-2 ED 011 936

NUMBER AND SUBJECT INDEX OF SELECTED DOCUMENTS ON HIGHER EDUCATION.
ED 012 110

ENVISIONING A NEW KIND OF SCHOOL, A PLAN FOR REDESIGNING A TOTAL SCHOOL PROGRAM.
ED 012 196

MAN, MOSQUITOES AND MICROBES.
ED 012 205

RESEARCH

(CONTINUED)

PROCEEDINGS OF THE 1964 ANNUAL MEETING OF THE AMERICAN ASSOCIATION OF COLLEGES FOR TEACHER EDUCATION, FREEDOM WITH RESPONSIBILITY IN TEACHER EDUCATION, 17TH YEARBOOK (CHICAGO, 1964).

ED 012 250

ADAPTING TEACHER STYLE TO PUPIL DIFFERENCES--TEACHERS FOR DISADVANTAGED CHILDREN.

ED 012 274

A PILOT BASIC EDUCATION PROGRAM FOR SCHOOL DROPOUTS INCORPORATING A TOKEN REINFORCEMENT SYSTEM.

ED 012 283

FACTORS RELATING TO OCCUPATIONAL AND EDUCATIONAL DECISION-MAKING OF RURAL YOUTH. RESEARCH SUMMARY. DOA-EDUC-REP-1

ED 012 322

A STUDY OF THE LUMBER INDUSTRY IN IDAHO, PART II.

ED 012 327

RESEARCH AND DEVELOPMENT CENTERS

REVIEW AND PROSPECTUS, FIRST ANNUAL REPORT OF THE RESEARCH AND DEVELOPMENT CENTER FOR LEARNING AND RE-EDUCATION.

BR-5-0216-1

ED 011 943

ORDER OF SOLUTIONS IN AMBIGUOUS ANAGRAMS AS A FUNCTION OF WORD FREQUENCY OF THE SOLUTION WORDS.

BR-5-0216-5

ED 011 946

ILLINOIS VOCATIONAL EDUCATION OCCUPATIONAL RESEARCH AND DEVELOPMENT COORDINATING UNIT FINAL REPORT.

BR-6-3030

ED 011 981

THE CENTER FOR RESEARCH, DEVELOPMENT, AND TRAINING IN OCCUPATIONAL EDUCATION.

BR-5-1005

ED 012 344

RESEARCH AND INSTRUCTION UNITS

REVIEW AND PROSPECTUS, FIRST ANNUAL REPORT OF THE RESEARCH AND DEVELOPMENT CENTER FOR LEARNING AND RE-EDUCATION.

BR-5-0216-1

ED 011 943

RESEARCH COORDINATING UNITS

ILLINOIS VOCATIONAL EDUCATION OCCUPATIONAL RESEARCH AND DEVELOPMENT COORDINATING UNIT FINAL REPORT.

BR-6-3030

ED 011 981

PROPOSAL FOR ESTABLISHMENT OF PROTOTYPE OCCUPATIONAL AND RESEARCH DEVELOPMENT COORDINATING UNIT.

BR-5-0109

ED 012 330

ESTABLISHING A CENTER FOR RESEARCH IN VOCATIONAL AND TECHNICAL EDUCATION.

BR-5-0093

ED 012 333

OKLAHOMA VOCATIONAL RESEARCH COORDINATING UNIT.

BR-5-0139

ED 012 343

PILOT PROGRAM FOR THE EXPANSION OF A STATE RESEARCH COORDINATING UNIT.

BR-5-0101

ED 012 346

THE ESTABLISHMENT OF THE STATE RESEARCH COORDINATING UNIT FOR THE STATE OF NEW MEXICO.

BR-5-0103

ED 012 347

RESEARCH DESIGN

RESPONSE COMPLEXITY AND EXPERIMENTAL DESIGN.

BR-5-0252-4

ED 011 938

RESEARCH METHODOLOGY

A SENSITIVITY TRAINING IMPACT MODEL--SOME FIRST (AND SECOND) THOUGHTS ON THE EVALUATION OF SENSITIVITY TRAINING. EXPLORATIONS IN HUMAN RELATIONS TRAINING AND RESEARCH, NUMBER 3.

ED 011 990

TEACHERS' LACK OF FAMILIARITY WITH RESEARCH TECHNIQUES AS A PROBLEM FOR EFFECTIVE RESEARCH DISSEMINATION.

ED 012 109

A THEORETICAL MODEL FOR RESEARCH IN EDUCATION.

ED 012 256

RESEARCH OPPORTUNITIES

ILLINOIS VOCATIONAL EDUCATION OCCUPATIONAL RESEARCH AND DEVELOPMENT COORDINATING UNIT FINAL REPORT.

BR-6-3030

ED 011 981

RESEARCH PROBLEMS

A PREFERRED ORDER FOR STUDYING CURRENT PROBLEMS IN MINNESOTA'S TRADE AND TECHNICAL PROGRAM.

ED 012 307

REPORT OF A FIVE-STATE OCCUPATIONAL EDUCATION RESEARCH AND DEVELOPMENT PLANNING CONFERENCE.

ED 012 317

RESEARCH PROBLEMS IN VOCATIONAL EDUCATION, CONFERENCE REPORT OF THE GEORGIA RCU ADVISORY COMMITTEE. (CLARKSTON, OCTOBER 21, 1966).

ED 012 334

RESEARCH PROPOSALS

ESTABLISHING A CENTER FOR RESEARCH IN VOCATIONAL AND TECHNICAL EDUCATION.

BR-5-0093

ED 012 333

RESEARCH REVIEWS (PUBLICATIONS)

RETHINKING SCIENCE EDUCATION, THE FIFTY-NINTH YEARBOOK OF THE NATIONAL SOCIETY FOR THE STUDY OF EDUCATION, PART I.

ED 012 233

REVIEW OF RESEARCH STUDIES IN SCIENCE EDUCATION.

ED 012 235

RESEARCH UTILIZATION

TRAINING FOR RESEARCH UTILIZATION.

ED 012 103

TEACHERS' LACK OF FAMILIARITY WITH RESEARCH TECHNIQUES AS
A PROBLEM FOR EFFECTIVE RESEARCH DISSEMINATION.

ED 012 109

RESEARCHERS

EDUCATIONAL RESEARCH MANPOWER--PROJECTED NEEDS.

ED 012 111

RESIDENTIAL CENTERSRESIDENTIAL ADULT EDUCATION CENTRES IN CANADA, A DIRECTORY.
ED 011 982**RESIDENTIAL PATTERNS**PUBLIC SCHOOL SEGREGATION AND RELATED POPULATION
CHARACTERISTICS OF BUFFALO, NEW YORK.

ED 012 100

RESIDENTIAL PROGRAMSEDUCATION AND THE DEVELOPMENT OF IN-RESIDENCE TRAINING
PROGRAMS, PART I, PART II.

ED 012 280

RESOURCE MATERIALSNUMBER AND SUBJECT INDEX OF SELECTED DOCUMENTS ON HIGHER
EDUCATION.

ED 012 110

COMPILATION OF TECHNICAL EDUCATION INSTRUCTIONAL
MATERIALS. SUPPLEMENT I, NEW AND REVISED INFORMATIONAL
RESOURCES.

ED 012 340

COMPILATION OF TECHNICAL EDUCATION MATERIALS.

ED 012 341

RESPONSE MODERESPONSE COMPLEXITY AND EXPERIMENTAL DESIGN.
BR-5-0252-4

ED 011 938

RELATIONSHIP OF RACE, SEX AND GRADE TO RESPONSES, TO
VERBAL AND PICTORIAL STIMULI. PART II, A STUDY IN SMALL
SOUTHERN CITIES.

BR-5-0216-3

ED 011 944

WORDS VS. PSEUDO WORDS. STUDIES OF ORAL READING, I.
BR-5-0617-5

ED 011 952

PRONOUNCEABILITY. STUDIES OF ORAL READING, II.
BR-5-0617-6

ED 011 953

CONTINGENT VERSUS NON-CONTINGENT SPELLING PATTERNS.
STUDIES OF ORAL READING, III. PRELIMINARY DRAFT.
BR-5-0617-7

ED 011 954

RETENTION

A MEMORY SCHEDULE.

ED 012 150

RETRAININGREVIEW OF STANISLAUS COUNTY MULTI-OCCUPATIONAL VOCATIONAL
TRAINING PROJECT, 1964-1965.

ED J11 997

RURAL AREAS

YOUTH ORGANIZATIONS OTHER THAN CHURCHES.

ED 012 206

REMOTE HIGH SCHOOLS--THE REALITIES.

ED 012 208

RURAL EXTENSION

TOWARDS A SOCIOLOGICAL THEORY FOR EXTENSION.

ED 011 991

RURAL YOUTHPERSONALITY ORIENTATIONS OF FARM, VILLAGE, AND URBAN BOYS.
ED 012 203

OCCUPATIONAL CHOICES OF RURAL YOUTH.

ED 012 204

FACTORS RELATING TO OCCUPATIONAL AND EDUCATIONAL
DECISION-MAKING OF RURAL YOUTH. RESEARCH SUMMARY.
DOA-EDUC-REP-1

ED 012 322

RUSSIANCOLLECT--A PROGRAM FOR THE RETRIEVAL OF GRAMMATICAL
INFORMATION FROM ANNOTATED TEXT.
RM-5243-RADC

ED 012 014

SALARIESEMPLOYMENT OPPORTUNITIES IN NEW MEXICO AND WEST TEXAS FOR
GRADUATES OF A TWO-YEAR PROGRAM IN APPLIED HORTICULTURE
AND AGRICULTURAL MACHINERY.

ED 012 339

SANCTIONSBALTIMORE, MARYLAND, CHANGE AND CONTRAST--THE CHILDREN
AND THE PUBLIC SCHOOLS. REPORT OF AN INVESTIGATION.

ED 012 094

SCHEDULINGCURRICULUM GUIDE--TRAINABLE RETARDED.
CURR-BULL-132

ED 012 116

SCHEMATIC STUDIESA PROPOSED MODEL AND RESEARCH DESIGN FOR PUPIL PERSONNEL
SERVICES IN THE PUBLIC SCHOOLS, MONOGRAPH 1.

ED 012 076

SCHOOL ADMINISTRATIONTHE EMERGENT ROLES OF THE TEACHER AND THE AUTHORITY
STRUCTURE OF THE SCHOOL.
BR-5-0252-3

ED 011 937

SCHOOL ADMINISTRATION

(CONTINUED)

SOCIAL FACTORS IN THE ADOPTION OF NEW TEACHING-LEARNING
TECHNIQUES IN THE ELEMENTARY SCHOOL. ACCEPTANCE OF NEW
EDUCATION PRACTICES BY ELEMENTARY SCHOOL TEACHERS.

ER-33

ED 011 950

SCHOOL ENVIRONMENT

INSTITUTIONAL PATERNALISM IN HIGH SCHOOL.

ED 012 270

SCHOOL ROLE

PATTERNS FOR LEARNING.

BR-5-0216-9

ED 011 950

SCHOOL SAFETY

SAFETY IN THE CHEMICAL LABORATORY.

ED 012 245

SCHOOL SEGREGATION

BALTIMORE, MARYLAND, CHANGE AND CONTRAST--THE CHILDREN
AND THE PUBLIC SCHOOLS. REPORT OF AN INVESTIGATION.

ED 012 094

PUBLIC SCHOOL SEGREGATION AND RELATED POPULATION
CHARACTERISTICS OF BUFFALO, NEW YORK.

ED 012 100

EQUALITY OF EDUCATIONAL OPPORTUNITY.

OE-38001

ED 012 275

SCHOOL SURVEYS

POST HIGH SCHOOL DISTRIBUTIVE EDUCATION IN BUCKS COUNTY,
PENNSYLVANIA, A FEASIBILITY STUDY.

ED 012 312

SCIENCE COURSE IMPROVEMENT PROJECT

A REVIEW OF NEW SCIENCE CURRICULUM MATERIALS.

ED 012 239

SCIENCE DEPARTMENTS

DIRECTORY OF GEOSCIENCE DEPARTMENTS - UNITED STATES AND
CANADA.

ED 012 249

SCIENCE EDUCATION

RETHINKING SCIENCE EDUCATION, THE FIFTY-NINTH YEARBOOK OF
THE NATIONAL SOCIETY FOR THE STUDY OF EDUCATION, PART I.

ED 012 233

GUIDELINES FOR THE DOCTORATE IN SCIENCE EDUCATION, A
STATEMENT BY THE ASSOCIATION FOR THE EDUCATION OF
TEACHERS IN SCIENCE.

ED 012 234

REVIEW OF RESEARCH STUDIES IN SCIENCE EDUCATION.

ED 012 235

HIGHER EDUCATION AND THE DEMAND FOR SCIENTIFIC MANPOWER
IN THE UNITED STATES, OECD REVIEWS OF NATIONAL POLICIES
FOR SCIENCE AND EDUCATION.

ED 012 240

ANNOTATED BIBLIOGRAPHY OF GEOLOGICAL EDUCATION.

ED 012 248

SCIENCE EQUIPMENT

PURCHASE GUIDE FOR PROGRAMS IN SCIENCE AND MATHEMATICS.

ED 012 237

A REVIEW OF NEW SCIENCE CURRICULUM MATERIALS.

ED 012 239

SCIENCE FACILITIES

PURCHASE GUIDE FOR PROGRAMS IN SCIENCE AND MATHEMATICS.

ED 012 237

NATURE CENTERS AND OUTDOOR EDUCATION FACILITIES.

ED 012 250

SCIENCE MATERIALS

A REVIEW OF NEW SCIENCE CURRICULUM MATERIALS.

ED 012 239

SCIENCES

SCIENCE AND TECHNOLOGY AS DEVELOPMENT FACTORS.

ED 012 244

SCIENTIFIC MANPOWER

HIGHER EDUCATION AND THE DEMAND FOR SCIENTIFIC MANPOWER
IN THE UNITED STATES, OECD REVIEWS OF NATIONAL POLICIES
FOR SCIENCE AND EDUCATION.

ED 012 240

SCIENTIFIC METHODOLOGY

THE PSYCHOLOGICAL BASES OF SCIENCE--A PROCESS APPROACH.

AAAS-MISC-PUB-65-8

ED 012 236

SCIENTIFIC RESEARCH

SCIENCE AND TECHNOLOGY AS DEVELOPMENT FACTORS.

ED 012 244

SECOND LANGUAGE LEARNING

SITUATIONAL VOCABULARY.

ED 012 146

WHAT RESEARCH TELLS US ABOUT THE EFFECTS OF FLES.

ED 012 156

SECONDARY GRADES

EMPLOYMENT ORIENTATION AND RELATED FIELDS, A CURRICULUM
GUIDE. FOR TEACHERS OF HIGH SCHOOL AGE EDUCABLES.

ED 012 123

SECONDARY SCHOOL EDUCATION

REGULATIONS AND SYLLABUSES 1966.

ED 012 241

SECONDARY SCHOOL SCIENCE

RETHINKING SCIENCE EDUCATION, THE FIFTY-NINTH YEARBOOK OF
THE NATIONAL SOCIETY FOR THE STUDY OF EDUCATION, PART 1.
ED 012 233

REVIEW OF RESEARCH STUDIES IN SCIENCE EDUCATION.
ED 012 235

PURCHASE GUIDE FOR PROGRAMS IN SCIENCE AND MATHEMATICS.
ED 012 237

SYMBOLIC SCIENCE LEARNING FOR THE BLIND.
ED 012 238

A REVIEW OF NEW SCIENCE CURRICULUM MATERIALS.
ED 012 239

SAFETY IN THE CHEMICAL LABORATORY.
ED 012 245

SCIENCE FOR THE ACADEMICALLY TALENTED STUDENT IN THE
SECONDARY SCHOOL, REPORT OF A CONFERENCE SPONSORED
JOINTLY BY THE NATIONAL EDUCATION ASSOCIATION PROJECT ON
THE ACADEMICALLY TALENTED STUDENT AND THE NATIONAL
SCIENCE TEACHERS ASSOCIATION.
ED 012 246

THE CHANGING SCHOOL CURRICULUM.
ED 012 247

NATURE CENTERS AND OUTDOOR EDUCATION FACILITIES.
ED 012 250

THE NEW SCHOOL SCIENCE, A REPORT TO SCHOOL ADMINISTRATORS
ON REGIONAL ORIENTATION CONFERENCES IN SCIENCE.
AAAS-MISC-PUB-63-6 ED 012 251

SECONDARY SCHOOL STUDENTS

COMPARISON OF PERFORMANCE BY "FLES" PROGRAM STUDENTS AND
REGULAR FRENCH III STUDENTS ON MODERN LANGUAGE
ASSOCIATION TESTS.
ED 012 145

CRITERIA FOR SELECTING PROGRAMS OF FOREIGN STUDY AND
TRAVEL ABROAD FOR HIGH SCHOOL STUDENTS OF THE STATE OF
DELAWARE.
ED 012 161

SCIENCE FOR THE ACADEMICALLY TALENTED STUDENT IN THE
SECONDARY SCHOOL, REPORT OF A CONFERENCE SPONSORED
JOINTLY BY THE NATIONAL EDUCATION ASSOCIATION PROJECT ON
THE ACADEMICALLY TALENTED STUDENT AND THE NATIONAL
SCIENCE TEACHERS ASSOCIATION.
ED 012 246

SECONDARY SCHOOL TEACHERS

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LITERATURE AND CULTURE (UNIVERSITY OF MICHIGAN, JUNE 13
TO JULY 23, 1966). FINAL TECHNICAL REPORT.
ED 012 155

SECONDARY SCHOOLS

FOREIGN LANGUAGE CURRICULUM REPORT, SUMMARY OF
RECOMMENDATIONS AND IMPLICATIONS.
ED 012 144

EVALUATIVE CRITERIA FOR MODERN FOREIGN LANGUAGE TEACHING.
ED 012 137

LANGUAGE LABORATORY RESEARCH STUDIES IN NEW YORK CITY
HIGH SCHOOLS--A DISCUSSION OF THE PROGRAM AND THE
FINDINGS.
ED 012 158

MODERN FOREIGN LANGUAGES, A FOUR-YEAR PROGRAM (GRADES
9-12).
ED 012 160

LATIN CURRICULUM GUIDE.
NCSDEPI-396 ED 012 163

SELECTION

THE DEVELOPMENT AND TESTING OF INSTRUMENTS AND PROCEDURES
FOR A STUDY OF STUDENT SELECTION PRACTICES IN TECHNICAL
EDUCATION PROGRAMS.
BR-6-8255 ED 011 972

TEACHER AIDES AT WORK.
ED 012 264

SELF ACTUALIZATION

SELF-ACTUALIZATION AND BEYOND.
ED 012 056

SELF CONCEPT

TEACHERS' INTERACTIONS WITH BOYS AND WITH GIRLS.
BR-5-0252-1 ED 011 935

THE ADULT YEARS.
ED 012 055

INTERPERSONAL ATTITUDES OF ADOLESCENTS. INTERIM REPORT.
BR-5-0496 ED 012 086

SELF-CONCEPT OF THE SCHOOL COUNSELLOR.
ED 012 075

EDUCATIONAL ATTAINMENT OF PARENTS AS RELATED TO STUDENTS'
FEELINGS ABOUT SELF AND FAMILY.
MHP-BULL-33 ED 012 080

CONGRUENCE OF SELF AND IDEAL-SELF AND OCCUPATIONAL CHOICES.
ED 012 174

INDIANS IN THE LAND OF PLENTY.
ED 012 191

SELF HELP PROGRAMS

INDIANS IN THE LAND OF PLENTY.
ED 012 191

SELF PACING MACHINES

SELECTION AND USE OF PROGRAMED MATERIALS--A HANDBOOK FOR TEACHERS.

ED 012 209

SEMANTICS

COLLECT--A PROGRAM FOR THE RETRIEVAL OF GRAMMATICAL INFORMATION FROM ANNOTATED TEXT.
RM-5243-RADC

ED 012 014

SEMINARS

A REPORT ON THE SECOND YEAR, 1964-65, OF THE URBAN SEMESTER, A PROGRAM IN TEACHER EDUCATION OF THE ASSOCIATED COLLEGES OF THE MIDWEST.

ED 012 253

SENSITIVITY TRAINING

A SENSITIVITY TRAINING IMPACT MODEL--SOME FIRST (AND SECOND) THOUGHTS ON THE EVALUATION OF SENSITIVITY TRAINING. EXPLORATIONS IN HUMAN RELATIONS TRAINING AND RESEARCH, NUMBER 3.

ED 011 990

SENSORY DISCRIMINATION

PRE-CANE MOBILITY AND ORIENTATION SKILLS FOR THE BLIND, CURRICULUM GUIDE.

ED 012 135

SENSORY EXPERIENCE

RELATIONSHIP OF RACE, SEX AND GRADE TO RESPONSES, TO VERBAL AND PICTORIAL STIMULI. PART II, A STUDY IN SMALL SOUTHERN CITIES.
BR-5-0216-3

ED 011 944

SENTENCE STRUCTURE

SENTENCE STRUCTURE AND THE EYE-VOICE SPAN. STUDIES IN ORAL READING, IX. PRELIMINARY DRAFT.
BR-5-1213-9

ED 011 957

SEQUENTIAL LEARNING

TOWARDS BETTER CURRICULA THROUGH COMPUTER SELECTED SEQUENCING OF SUBJECT MATTER.

ED 012 106

SERVICE EDUCATION

OUTWARD BOUND IN THE MAINSTREAM OF AMERICAN EDUCATION, A SYNOPSIS OF SIX OUTWARD BOUND MAINSTREAM PROJECTS.

ED 012 268

SERVICE OCCUPATIONS

WORK INSTRUCTION PROGRAMS FOR THE FOOD SERVICE INDUSTRY.
BR-6-2159

ED 011 961

SEX DIFFERENCES

FACTORS ASSOCIATED WITH THE COLLEGE ATTENDANCE OF YOUTH.
HR-348

ED 011 970

SHEET METAL WORKERS

SHEET METAL WORKER, A SUGGESTED TRAINING COURSE.

ED 012 336

SHELTERED WORKSHOPS

A HIGH SCHOOL WORK-STUDY PROGRAM FOR MENTALLY SUBNORMAL STUDENTS.

ED 012 136

SHONA

SHONA BASIC COURSE.
BR-5-1206-2

ED 012 023

SIBLINGS

A STUDY OF OLDER SIBLINGS OF CHILDREN IN A PRESCHOOL INTERVENTION PROJECT. FINAL REPORT.
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ED 011 962

SIMULATION

SOME RESULTS OF A SIMULATION OF AN URBAN SCHOOL DISTRICT.
R-042467

ED 012 096

SIMULATORS

CASE--A PROGRAM FOR SIMULATION OF CONCEPT LEARNING.
BR-5-0216-11

ED 011 951

SLUM SCHOOLS

BALTIMORE, MARYLAND, CHANGE AND CONTRAST--THE CHILDREN AND THE PUBLIC SCHOOLS. REPORT OF AN INVESTIGATION.

ED 012 094

SMALL SCHOOLS

DEVELOPING AN INDIVIDUALIZED INSTRUCTIONAL PROGRAM.

ED 012 197

ENGLISH IN DEPTH, A PROMISING PRACTICE DEVELOPED BY THE WELLS HIGH SCHOOL.

ED 012 198

REMOTE HIGH SCHOOLS--THE REALITIES.

ED 012 200

SOCIAL ATTITUDES

INTERPERSONAL ATTITUDES OF ADOLESCENTS. INTERIM REPORT.
BR-5-0496

ED 012 068

SOCIAL CHANGE

PROCEEDINGS OF THE 1964 ANNUAL MEETING OF THE AMERICAN ASSOCIATION OF COLLEGES FOR TEACHER EDUCATION, FREEDOM WITH RESPONSIBILITY IN TEACHER EDUCATION, 17TH YEARBOOK (CHICAGO, 1964).

ED 012 258

SOCIAL CLASS

LEARNING PATTERNS IN THE DISADVANTAGED.

ED 012 291

THE WAR ON POVERTY AND THE SOCIAL ORIGINS AND TRAINING OF EDUCATION STUDENTS.

ED 012 292

SOCIAL STATUS

SURVEY OF THE STATUS OF THE TEACHING PROFESSION IN THE AMERICAS.

ED 012 260

SOCIAL STUDIES

CUE, SOCIAL STUDIES HUMANITIES MEDIA GUIDE.

ED 012 200

SOCIOECONOMIC INFLUENCES

PUBLIC SCHOOL SEGREGATION AND RELATED POPULATION CHARACTERISTICS OF BUFFALO, NEW YORK.

ED 012 100

PROCEEDINGS OF THE 1964 ANNUAL MEETING OF THE AMERICAN ASSOCIATION OF COLLEGES FOR TEACHER EDUCATION, FREEDOM WITH RESPONSIBILITY IN TEACHER EDUCATION, 17TH YEARBOOK (CHICAGO, 1964).

ED 012 258

SOCIOLOGY

A SOCIOLOGICAL APPROACH TO UNDERSTANDING DISADVANTAGED YOUTH.

ED 012 058

SPANISH

SPANISH SANDHI AND BINARY FEATURES.

ED 012 013

NOTES ON SPANISH INTONATION.

ED 012 149

SEMINAR ON FOREIGN LANGUAGE TEACHER PREPARATION FOR COLLEGE TEACHERS (DEPAUM UNIVERSITY, JUNE 15 TO JULY 10, 1964). FINAL REPORT.

ED 012 151

SPANISH AMERICANS

COLORADO INDIAN EDUCATION WORKSHOP PAPERS.

ED 012 193

SPANISH-AMERICAN SCHOOLS IN THE 1960'S.

ED 012 194

SPECIAL CLASSES

GUIDANCE HANDBOOK FOR SPECIAL EDUCATION, A PLAN FOR INITIATING, BUILDING, IMPLEMENTING, AND CONDUCTING PROGRAMS FOR EXCEPTIONAL CHILDREN WITH GUIDELINES FOR FOLLOWING LEGAL REQUIREMENTS AND DEVELOPING DISTRICT PHILOSOPHY AND OBJECTIVES.

ED 012 124

SPECIAL EDUCATION

GUIDANCE HANDBOOK FOR SPECIAL EDUCATION, A PLAN FOR INITIATING, BUILDING, IMPLEMENTING, AND CONDUCTING PROGRAMS FOR EXCEPTIONAL CHILDREN WITH GUIDELINES FOR FOLLOWING LEGAL REQUIREMENTS AND DEVELOPING DISTRICT PHILOSOPHY AND OBJECTIVES.

ED 012 124

THE SPECIAL SERVICES PROGRAM IN THE CHAMPAIGN SCHOOLS.

ED 012 125

A SYNTHETIC APPROACH TO LIP READING, MATERIALS FOR THE CHILD OF GRADE SCHOOL AGE.

ED 012 127

A HIGH SCHOOL WORK-STUDY PROGRAM FOR MENTALLY SUBNORMAL STUDENTS.

ED 012 136

TEACHER'S GUIDE FOR THE TRAINABLE PROGRAM.

ED 012 142

SPECIAL LIBRARIES

THE CHANGING ROLE OF THE LIBRARY ON THE JUNIOR COLLEGE CAMPUS - A CASE STUDY AT MT. SAN JACINTO COLLEGE.

ED 012 185

SPECIAL SCHOOLS

A FOLLOW-UP STUDY OF GRADUATES OF THE SCHOOL FOR THE DEAF. STUDIES OF CHILDREN WITH PHYSICAL HANDICAPS, NUMBER 7.

BER-PUB-42

ED 012 128

SPECIALISTS

TRAINING FOR RESEARCH UTILIZATION.

ED 012 103

SPEECH EDUCATION

A SURVEY OF SPEECH EDUCATION IN NORTHWESTERN WISCONSIN HIGH SCHOOLS.

ED 012 190

SPEECH HANDICAPPED

THE OHIO PLAN FOR CHILDREN WITH SPEECH AND HEARING PROBLEMS.

ED 012 126

WHAT PARENTS AND TEACHERS SHOULD KNOW ABOUT CHILDREN WHO STUTTER, PART I.

ED 012 130

COMPREHENSIVE EVALUATIVE TECHNIQUES FOR THE CHILD WITH A CLEFT PALATE.

ED 012 134

SPEECH HANDICAPS

THE IDENTIFICATION OF KINDERGARTEN CHILDREN LEAST LIKELY TO SHOW SPONTANEOUS IMPROVEMENT IN SPEECH SOUND ARTICULATION.

ED 012 140

SPEECH READING

A SYNTHETIC APPROACH TO LIP READING, MATERIALS FOR THE CHILD OF GRADE SCHOOL AGE.

ED 012 127

SPEECH THERAPY

THE OHIO PLAN FOR CHILDREN WITH SPEECH AND HEARING PROBLEMS.

ED 012 126

THE BIRTH OF LANGUAGE, THE CASE HISTORY OF A NON-VERBAL CHILD.

ED 012 129

STUTTERING THERAPY--A GUIDE FOR THE SPEECH CLINICIAN.

ED 012 131

SPEECHES

CHARACTERISTICS OF THE TECHNICAL EDUCATION STUDENT.

ED 012 310

SPELLING

A STUDY OF PHONEME-GRAPHEME CORRESPONDENCE IN MONOSYLLABIC WORDS.

ED 012 220

STANDARDIZED TESTS

TESTS WITH A NEW LOOK AND A NEW PURPOSE--THE NLA COOPERATIVE FOREIGN LANGUAGE TESTS.

ED 012 134

STANDARDS

CRITERIA FOR SELECTING PROGRAMS OF FOREIGN STUDY AND TRAVEL ABROAD FOR HIGH SCHOOL STUDENTS OF THE STATE OF DELAWARE.

ED 012 161

STATE AID

SUMMARY OF THE COORDINATING COUNCIL FOR HIGHER EDUCATION'S REPORT ON JUNIOR COLLEGE CAPITAL OUTLAY.

ED 012 180

STATE CURRICULUM GUIDES

MODERN FOREIGN LANGUAGES, A FOUR-YEAR PROGRAM (GRADES 9-12).

ED 012 160

FOREIGN LANGUAGE IN ELEMENTARY SCHOOLS.
BULL-C-10

ED 012 162

LATIN CURRICULUM GUIDE.
NCSOPT-396

ED 012 163

STATE LEGISLATION

GUIDANCE HANDBOOK FOR SPECIAL EDUCATION, A PLAN FOR INITIATING, BUILDING, IMPLEMENTING, AND CONDUCTING PROGRAMS FOR EXCEPTIONAL CHILDREN WITH GUIDELINES FOR FOLLOWING LEGAL REQUIREMENTS AND DEVELOPING DISTRICT PHILOSOPHY AND OBJECTIVES.

ED 012 124

STATE PROGRAMS

KANSAS STATE PLAN FOR ADULT BASIC EDUCATION.

ED 012 000

THE EVALUATION OF REHABILITATION COUNSELOR PERFORMANCE--A SURVEY OF STATE AGENCY PRACTICES.

ED 012 048

THE OHIO PLAN FOR CHILDREN WITH SPEECH AND HEARING PROBLEMS.

ED 012 126

COMMUNITY COLLEGES IN PENNSYLVANIA, A REPORT TO THE STATE BOARD OF EDUCATION.

ED 012 179

VIRGINIA STATE-CONTROLLED INSTITUTIONS OF HIGHER EDUCATION, FALL 1966. STUDENT ADMISSIONS, PART 1.

ED 012 193

HOPE FOR CONNECTICUT'S DISADVANTAGED CHILDREN, A SCHOOL ADMINISTRATORS'S GUIDE TO STATE AND FEDERAL PROGRAMS FOR EDUCATING DEPRIVED CHILDREN.
CSDE-BULL-98

ED 012 276

PROPOSAL FOR ESTABLISHMENT OF PROTOTYPE OCCUPATIONAL AND RESEARCH DEVELOPMENT COORDINATING UNIT.

BR-5-D109

ED 012 330

OKLAHOMA VOCATIONAL RESEARCH COORDINATING UNIT.

BR-5-D139

ED 012 343

THE CENTER FOR RESEARCH, DEVELOPMENT, AND TRAINING IN OCCUPATIONAL EDUCATION.

BR-5-1005

ED 012 344

PILOT PROGRAM FOR THE EXPANSION OF A STATE RESEARCH COORDINATING UNIT.

BR-5-D101

ED 012 346

STATE STANDARDS

HOSPITAL CLASSES FOR THE PHYSICALLY HANDICAPPED.

ED 012 137

LONG-RANGE PLAN FOR THE DEVELOPMENT OF THE COMMUNITY COLLEGE SYSTEM IN THE STATE OF WASHINGTON.

ED 012 184

STATISTICAL DATA

EVALUATING THE USE OF ASSESSMENT PROCEDURES DEVELOPED IN ONE SCHOOL IN OTHER SCHOOLS.

BR-5-D607

ED 012 064

A COMPARISON OF SYLLABLE LENGTH CONDITIONING AMONG LANGUAGES.

ED 012 147

STATISTICAL SURVEYS

THE EVALUATION OF REHABILITATION COUNSELOR PERFORMANCE--A SURVEY OF STATE AGENCY PRACTICES.

ED 012 048

STRUCTURED CASE REVIEW STUDY.

ED 012 049

STATISTICAL SURVEYS

CRITERIA FOR COUNSELOR PERFORMANCE.

(CONTINUED)

ED 012 050

VALUES AND ATTITUDES OF VOCATIONAL REHABILITATION
PERSONNEL TOWARD THE REHABILITATION COUNSELOR'S JOB.

ED 012 051

JOB SATISFACTION AND REHABILITATION COUNSELOR PERFORMANCE.

ED 012 052

THE VALIDITY OF TWO PREDICTORS OF COUNSELOR SATISFACTION
AND COUNSELOR SATISFACTORINESS.

ED 012 053

STIMULUS BEHAVIORPERCEPTUAL LEARNING IN EDUCATIONAL SITUATIONS.
BR-5-1213

ED 011 955

STRESS VARIABLES

PREVENTIVE ACTION IN COLLEGE MENTAL HEALTH.

ED 012 070

STRUCTURAL ANALYSISPROGRESS REPORT ON MANDARIN TONE STUDY.
POLA-8-1

ED 012 003

THE STRUCTURE OF CUZCO QUECHUA.
BR-5-1231-4

ED 012 035

THE STRUCTURE OF COCHABAMBA QUECHUA.
BR-5-1231-8

ED 012 039

THE STRUCTURE OF AYACUCHO QUECHUA.
BR-5-1231-12

ED 012 043

STUDENT ABILITYA STUDY OF THE EFFECTS OF EXPERIMENTAL PROGRAMS ON PUPIL
ACHIEVEMENT OBSERVED DURING FIRST THREE YEARS OF THE
PROJECT, SECONDARY MATHEMATICS EVALUATION PROJECT.
INTERIM REPORT.

MNL-TR-66-4

ED 011 977

STUDENT ALIENATION

INSTITUTIONAL PATERNALISM IN HIGH SCHOOL.

ED 012 270

STUDENT ATTITUDESA STUDY OF NON-INTELLECTUAL FACTORS IN SUPERIOR (AVERAGE
AND SLOW) HIGH SCHOOL STUDENTS. THE CREATIVE INTELLECTUAL
STYLE IN GIFTED ADOLESCENTS. MOTIVATION TO
LEARN--ATTITUDES, INTERESTS AND VALUES.
BR-5-0460

ED 011 979

INSTITUTIONAL PATERNALISM IN HIGH SCHOOL.

ED 012 270

STUDENT CERTIFICATION

REGULATIONS AND SYLLABUSES 1966.

ED 012 241

REGULATIONS AND SYLLABUSES 1967.

ED 012 242

STUDENT CHARACTERISTICS

USING PERSONALITY MEASURES WITH COLLEGE STUDENTS.

ED 012 076

A COMPARISON OF TERMINAL WITH COLLEGE PARALLEL FEMALES AT
GEORGIA SOUTHWESTERN COLLEGE.
USG-RD-4-66

ED 012 170

CONGRUENCE OF SELF AND IDEAL-SELF AND OCCUPATIONAL CHOICES.

ED 012 174

VIRGINIA STATE-CONTROLLED INSTITUTIONS OF HIGHER
EDUCATION, FALL 1966. STUDENT ADMISSIONS, PART 1.

ED 012 103

A PROFILE OF CHICAGO CITY COLLEGE 1965 GRADUATES.
FOLLOW-UP NUMBER 2.

ED 012 186

SCIENCE FOR THE ACADEMICALLY TALENTED STUDENT IN THE
SECONDARY SCHOOL; REPORT OF A CONFERENCE SPONSORED
JOINTLY BY THE NATIONAL EDUCATION ASSOCIATION PROJECT ON
THE ACADEMICALLY TALENTED STUDENT AND THE NATIONAL
SCIENCE TEACHERS ASSOCIATION.

ED 012 246

THE ELEMENTARY EDUCATION SELECTION RESEARCH PROJECT.

ED 012 254

CHARACTERISTICS OF THE TECHNICAL EDUCATION STUDENT.

ED 012 316

STUDENT ENROLLMENT

DETERMINANTS OF SCHOOL ENROLLMENT AND SCHOOL PERFORMANCE.

ED 012 091

THE PROCESS AND PRODUCT OF T AND I HIGH SCHOOL LEVEL
VOCATIONAL EDUCATION IN THE UNITED STATES, THE PRODUCT.

ED 012 315

AN ANALYSIS OF THE STUDENT POPULATION IN AGRICULTURAL
EDUCATION AT NORTH CAROLINA STATE UNIVERSITY.
RS-5

ED 012 326

STUDENT EVALUATION

REGULATIONS AND SYLLABUSES 1966.

ED 012 241

REGULATIONS AND SYLLABUSES 1967.

ED 012 242

STUDENT EXCHANGE PROGRAMSCRITERIA FOR SELECTING PROGRAMS OF FOREIGN STUDY AND
TRAVEL ABROAD FOR HIGH SCHOOL STUDENTS OF THE STATE OF
DELAWARE.

ED 012 161

STUDENT INTERESTS

A STUDY OF NON-INTELLECTUAL FACTORS IN SUPERIOR (AVERAGE AND SLOW) HIGH SCHOOL STUDENTS. THE CREATIVE INTELLECTUAL STYLE IN GIFTED ADOLESCENTS. MOTIVATION TO LEARN--ATTITUDES, INTERESTS AND VALUES.
BR-5-0460

ED 011 979

INSTITUTIONAL PATERNALISM IN HIGH SCHOOL.

ED 012 270

STUDENT MOTIVATION

EFFECTS OF EXPERIMENTAL PROGRAMS FOR SECONDARY MATHEMATICS ON PUPIL INTEREST IN MATHEMATICS AS INDICATED BY AN OVERT PARTICIPATION INDEX OF INTEREST.
BR-5-1028-TR-2

ED 011 941

SELECTION AND USE OF PROGRAMED MATERIALS--A HANDBOOK FOR TEACHERS.

ED 012 209

STUDENT OPINION

INSTITUTIONAL PATERNALISM IN HIGH SCHOOL.

ED 012 270

STUDENT TEACHER RELATIONSHIP

THE EFFECTS OF THE EXAMINER AND THE TESTING SITUATION UPON THE PERFORMANCE OF CULTURALLY DEPRIVED CHILDREN. PHASE I--INTELLIGENCE AND LANGUAGE ABILITY TEST SCORES AS A FUNCTION OF THE RACE OF THE EXAMINER. FINAL REPORT.
BR-6-1421-DARCEE-VOL-1-NO-3

ED 011 963

STUDENT TEACHERS

THE EFFECT OF TRAINING FOREIGN LANGUAGE STUDENT TEACHERS IN INTERACTION ANALYSIS.

ED 012 261

STUDENT TEACHING

STUDENT TEACHING AND THE FSM FORCE A CHANGE.

ED 012 165

A REPORT ON THE SECOND YEAR, 1964-65, OF THE URBAN SEMESTER, A PROGRAM IN TEACHER EDUCATION OF THE ASSOCIATED COLLEGES OF THE MIDWEST.

ED 012 253

THE EFFECT OF TRAINING FOREIGN LANGUAGE STUDENT TEACHERS IN INTERACTION ANALYSIS.

ED 012 261

STUDENTS

WHAT RESEARCH TELLS US ABOUT THE EFFECTS OF FLES.

ED 012 156

REMOTE HIGH SCHOOLS--THE REALITIES.

ED 012 208

STUDY ABROAD

CRITERIA FOR SELECTING PROGRAMS OF FOREIGN STUDY AND TRAVEL ABROAD FOR HIGH SCHOOL STUDENTS OF THE STATE OF DELAWARE.

ED 012 161

STUTTERING

WHAT PARENTS AND TEACHERS SHOULD KNOW ABOUT CHILDREN WHO STUTTER, PART I.

ED 012 130

STUTTERING THERAPY--A GUIDE FOR THE SPEECH CLINICIAN.

ED 012 131

SUBCULTURE

A SOCIOLOGICAL APPROACH TO UNDERSTANDING DISADVANTAGED YOUTH.

ED 012 058

SUBPROFESSIONALS

COMPILATION OF TECHNICAL EDUCATION MATERIALS.

ED 012 341

SUMMER PROGRAMS

THE EXTENDED SUMMER PROGRAM, A TWO YEAR SUMMARY.

ED 012 263

SUMMER SCHOOLS

EVALUATION OF THE 1965 SECONDARY SUMMER SCHOOL PROGRAM.
OUSD-RR-7

ED 012 217

SUMMER WORKSHOPS

AN EIGHT WEEK SUMMER INSTITUTE TRAINING PROGRAM TO TRAIN INSTRUCTORS OF INSTRUMENTATION TECHNOLOGY.
BR-6-2211

ED 011 973

SUPERVISORS

TEACHER PERCEPTIONS OF SUPERVISOR-TEACHER INTERACTION.

ED 012 099

SURVEYS

SOME THOUGHTS ON THE TEACHING AND LEARNING OF FOREIGN LANGUAGES IN THE 1975-85 PERIOD.

ED 012 148

SYMBOLIC LANGUAGE

THE CONTEXTUAL ANALYSIS OF SYMBOLISM IN LANGUAGE.

ED 012 016

SYMBOLIC LEARNING

SYMBOLIC SCIENCE LEARNING FOR THE BLIND.

ED 012 238

SYMPOSIA

GUIDANCE FOR THE EXPLORATORY YEARS, REPORT OF THE ANNUAL ALL OHIO JR. HIGH SCHOOL GUIDANCE CONFERENCE (5TH, WEST CARROLLTON, APRIL 28, 1967).

ED 012 008

SYNTAX

CHILDREN'S READING--SYNTACTIC STRUCTURE AND COMPREHENSION
DIFFICULTY. FINAL REPORT.
BR-6-8331 ED 011 975

PROGRESS REPORT ON MANDARIN TONE STUDY.
POLA-8-1 ED 012 003

RESULTATIVE VERBS AND OTHER PROBLEMS.
POLA-8-2 EO 012 004

INTERROGATION IN ENGLISH AND MANDARIN CHINESE.
POLA-11-2 ED 012 008

COLLECT--A PROGRAM FOR THE RETRIEVAL OF GRAMMATICAL
INFORMATION FROM ANNOTATED TEXT.
RM-5843-RADC ED 012 014

SYSTEMS ANALYSIS

EDP AND THE SCHOOL ADMINISTRATOR.
ED 012 093

APPLYING OPERATIONAL ANALYSIS TO URBAN EDUCATIONAL
SYSTEMS, A WORKING PAPER.
ED 012 097

THE EDUCATIONAL INSTITUTION AS A SYSTEM--A PROPOSED
GENERALIZED PROCEDURE FOR ANALYSIS.
ED 012 105

SYSTEMS APPROACH

PSYCHOLOGICAL AND EDUCATIONAL FACTORS IN TRANSFER OF
TRAINING. QUARTERLY REPORTS 8 AND 9.
BR-5-0230-GR-8-9 ED 011 960

SYSTEMS APPROACH TO LEARNING.
ED 012 102

TAMIL

STUDENTS' MANUAL OF MODERN FORMAL TAMIL.
BR-5-1258 ED 012 046

TAPE RECORDINGS

AN EXPERIMENTAL STUDY OF THE EFFECTS OF TAPE LISTENING ON
CERTAIN MODES OF FUNCTIONING IN STUDENT COUNSELORS.
ED 012 067

TASK PERFORMANCE

THE EFFECTS OF THE EXAMINER AND THE TESTING SITUATION
UPON THE PERFORMANCE OF CULTURALLY DEPRIVED CHILDREN.
PHASE I--INTELLIGENCE AND LANGUAGE ABILITY TEST SCORES AS
A FUNCTION OF THE RACE OF THE EXAMINER. FINAL REPORT.
BR-6-1421-DARCEE-VOL-1-NO-3 ED 011 963

TEACHER ADMINISTRATOR RELATIONSHIP

TEACHER PERCEPTIONS OF SUPERVISOR-TEACHER INTERACTION.
ED 012 099

TEACHER AIDES

TEACHER AIDES AT WORK.
ED 012 264

TEACHER ATTITUDES

PARTICIPANT TEACHER JUDGMENTS OF EXPERIMENTAL PROGRAMS IN
SECONDARY MATHEMATICS.
BR-5-1028-TR-3 ED 011 942

SOCIAL FACTORS IN THE ADOPTION OF NEW TEACHING-LEARNING
TECHNIQUES IN THE ELEMENTARY SCHOOL. ACCEPTANCE OF NEW
EDUCATION PRACTICES BY ELEMENTARY SCHOOL TEACHERS.
ER-33 ED 011 978

SOME THOUGHTS ON THE TEACHING AND LEARNING OF FOREIGN
LANGUAGES IN THE 1975-85 PERIOD.
ED 012 148

JUNIOR COLLEGE FACULTY--ISSUES AND PROBLEMS, A
PRELIMINARY NATIONAL APPRAISAL.
ED 012 177

SOURCE OF TEACHER SATISFACTION IN SLUM SCHOOLS.
ED 012 267

VOCATIONAL EDUCATION AND CHANGING NEEDS, A PROPOSED
COMPREHENSIVE AREA VOCATIONAL SCHOOL TO MEET CHANGING
NEEDS IN KENTUCKY.
ED 012 305

TEACHER CERTIFICATION

AFTER THE PEACE CORPS--THE RETURNEE CAREER PICTURE.
ED 012 259

TEACHER CHARACTERISTICS

PSYCHOLOGICAL CONCEPTIONS OF TEACHING.
BR-5-0252-5 ED 011 939

IDAHO TEACHER MOBILITY--1965.
ED 012 089

ADAPTING TEACHER STYLE TO PUPIL DIFFERENCES--TEACHERS FOR
DISADVANTAGED CHILDREN.
ED 012 274

TEACHER EDUCATION

PRACTICE-CENTERED TEACHER TRAINING--FRENCH, A SYLLABUS
FOR THE TRAINING OR RETRAINING OF TEACHERS OF FRENCH.
BR-5-0252-TR-1 ED 011 934

AN ANALYTICAL APPROACH TO RESEARCH ON INSTRUCTIONAL
METHODS.
BR-5-0252-2 ED 011 936

TOWARD A PRACTICE-CENTERED PROGRAM FOR THE TRAINING AND
EVALUATION OF FOREIGN LANGUAGE TEACHERS.
BR-5-0252-6 ED 011 940

TEACHER EDUCATION AND THE NEW MEDIA.
BR-5-1348 ED 011 980

TEACHER EDUCATION

(CONTINUED)

SCHOOL-TEACHERS AND THE EDUCATION OF ADULTS. MANUALS ON ADULT AND YOUTH EDUCATION, NUMBER 5.

ED 011 988

RECENT DEVELOPMENTS IN THE PREPARATION OF COLLEGE TEACHERS IN THE WAKE OF THE MACALLISTER REPORT.

ED 012 143

A SURVEY OF SPEECH EDUCATION IN NORTHWESTERN WISCONSIN HIGH SCHOOLS.

ED 012 190

GUIDELINES FOR THE DOCTORATE IN SCIENCE EDUCATION, A STATEMENT BY THE ASSOCIATION FOR THE EDUCATION OF TEACHERS IN SCIENCE.

ED 012 234

GUIDELINES FOR SCIENCE AND MATHEMATICS IN THE PREPARATION PROGRAM OF ELEMENTARY SCHOOL TEACHERS.

ED 012 243

THE CONTINUING SEARCH FOR CRITERIA. AACTE-PAPER-3

ED 012 257

PROCEEDINGS OF THE 1964 ANNUAL MEETING OF THE AMERICAN ASSOCIATION OF COLLEGES FOR TEACHER EDUCATION, FREEDOM WITH RESPONSIBILITY IN TEACHER EDUCATION, 17TH YEARBOOK (CHICAGO, 1964).

ED 012 258

THE EFFECT OF TRAINING FOREIGN LANGUAGE STUDENT TEACHERS IN INTERACTION ANALYSIS.

ED 012 261

IMPROVING THE LANGUAGE SKILLS OF "DEPRIVED" TEACHERS.

ED 012 262

IMPERATIVES FOR CHANGE, NEW YORK STATE EDUCATION CONFERENCE ON COLLEGE AND UNIVERSITY PROGRAMS FOR TEACHERS OF THE DISADVANTAGED (YESHIVA UNIVERSITY, APRIL 10-11, 1967).

ED 012 271

CULTURE IN AMERICAN EDUCATION--ANTHROPOLOGICAL APPROACHES TO MINORITY AND DOMINANT GROUPS IN THE SCHOOLS.

ED 012 285

THE PARTNERSHIP VOCATIONAL EDUCATION PROJECT, A NEW PROGRAM IN INDUSTRIAL-TECHNICAL EDUCATION.

ED 012 313

AN ANALYSIS OF THE STUDENT POPULATION IN AGRICULTURAL EDUCATION AT NORTH CAROLINA STATE UNIVERSITY. RS-5

ED 012 328

TEACHER EDUCATION CURRICULUM

FOREIGN LANGUAGE CURRICULUM REPORT, SUMMARY OF RECOMMENDATIONS AND IMPLICATIONS.

ED 012 144

TEACHER EMPLOYMENT

SURVEY OF THE STATUS OF THE TEACHING PROFESSION IN THE AMERICAS.

ED 012 260

TEACHER EVALUATION

TEACHER PERCEPTIONS OF SUPERVISOR-TEACHER INTERACTION.

ED 012 099

THE CONTINUING SEARCH FOR CRITERIA.

AACTE-PAPER-3

ED 012 257

TEACHER EXPERIENCE

A STUDY OF THE EFFECTS OF EXPERIMENTAL PROGRAMS ON PUPIL ACHIEVEMENT OBSERVED DURING FIRST THREE YEARS OF THE PROJECT, SECONDARY MATHEMATICS EVALUATION PROJECT. INTERIM REPORT.

MNL-TR-66-4

ED 011 977

TEACHER IMPROVEMENT

IMPROVING THE LANGUAGE SKILLS OF "DEPRIVED" TEACHERS.

ED 012 262

THE EXTENDED SUMMER PROGRAM, A TWO YEAR SUMMARY.

ED 012 263

TEACHER INTERNS

AFTER THE PEACE CORPS--THE RETURNEE CAREER PICTURE.

ED 012 259

TEACHER MORALE

THE RELATIONSHIP BETWEEN TEACHER MORALE AND ORGANIZATIONAL CLIMATE.

ED 012 266

TEACHER MOTIVATION

SOURCE OF TEACHER SATISFACTION IN SLUM SCHOOLS.

ED 012 267

TEACHER PERSISTENCE

SOURCE OF TEACHER SATISFACTION IN SLUM SCHOOLS.

ED 012 267

TEACHER QUALIFICATIONS

RECENT DEVELOPMENTS IN THE PREPARATION OF COLLEGE TEACHERS IN THE WAKE OF THE MACALLISTER REPORT.

ED 012 143

TEACHER RECRUITMENT

AFTER THE PEACE CORPS--THE RETURNEE CAREER PICTURE.

ED 012 259

TEACHER ROLE

THE EMERGENT ROLES OF THE TEACHER AND THE AUTHORITY STRUCTURE OF THE SCHOOL.

BR-5-0252-3

ED 011 937

TEACHER ROLE

(CONTINUED)

SOCIAL FACTORS IN THE ADOPTION OF NEW TEACHING-LEARNING TECHNIQUES IN THE ELEMENTARY SCHOOL. ACCEPTANCE OF NEW EDUCATION PRACTICES BY ELEMENTARY SCHOOL TEACHERS.

ER-33

ED 011 958

SCHOOL-TEACHERS AND THE EDUCATION OF ADULTS. MANUALS ON ADULT AND YOUTH EDUCATION, NUMBER 5.

ED 011 988

TEACHER SALARIES

IDAH0 TEACHER MOBILITY--1965.

ED 012 089

SURVEY OF THE STATUS OF THE TEACHING PROFESSION IN THE AMERICAS.

ED 012 260

TEACHER SELECTION

THE ELEMENTARY EDUCATION SELECTION RESEARCH PROJECT.

ED 012 254

TEACHER SHORTAGE

IDAH0 TEACHER MOBILITY--1965.

ED 012 089

TEACHER SUPPLY AND DEMAND

THE DEMAND FOR AND SELECTED SOURCES OF TEACHERS IN VOCATIONAL AND TECHNICAL EDUCATION, STATE DIRECTOR SURVEY.

ED 012 331

TEACHER TRANSFER

IDAH0 TEACHER MOBILITY--1965.

ED 012 089

TEACHERS

TEACHERS' INTERACTIONS WITH BOYS AND WITH GIRLS.
BR-5-0252-1

ED 011 935

TEACHER PERCEPTIONS OF SUPERVISOR-TEACHER INTERACTION.

ED 012 099

TEACHERS' LACK OF FAMILIARITY WITH RESEARCH TECHNIQUES AS A PROBLEM FOR EFFECTIVE RESEARCH DISSEMINATION.

ED 012 109

UNDERSTANDING AND TEACHING THE CULTURALLY DEPRIVED CHILD, AN OVERVIEW GUIDE FOR LEBANON CLASSROOM TEACHERS.

ED 012 192

REMOTE HIGH SCHOOLS--THE REALITIES.

ED 012 208

ADAPTING TEACHER STYLE TO PUPIL DIFFERENCES--TEACHERS FOR DISADVANTAGED CHILDREN.

ED 012 274

THE WAR ON POVERTY AND THE SOCIAL ORIGINS AND TRAINING OF EDUCATION STUDENTS.

ED 012 292

TEACHING

AN ANALYTICAL APPROACH TO RESEARCH ON INSTRUCTIONAL METHODS.

BR-5-0252-2

ED 011 936

TEACHING CONDITIONS

JUNIOR COLLEGE FACULTY--ISSUES AND PROBLEMS, A PRELIMINARY NATIONAL APPRAISAL.

ED 012 177

SOURCE OF TEACHER SATISFACTION IN SLUM SCHOOLS.

ED 012 267

TEACHING GUIDES

QUECHUA LANGUAGE MATERIALS PROJECT, GUIDE TO THE MATERIALS.
BR-5-1231-13

ED 012 030

CURRICULUM GUIDE--TRAINABLE RETARDED.
CURR-BULL-132

ED 012 116

TEACHER'S GUIDE FOR THE TRAINABLE PROGRAM.

ED 012 142

DEVELOPING CURRICULUM FOR INDIAN CHILDREN.

ED 012 188

READING MANUAL, A GUIDEBOOK FOR ILLINOIS WORKSHOPS IN READING REMEDIATION.

ED 012 216

THE HOMEWORK HELPER TUTOR MANUAL.

ED 012 278

TEACHING METHODS

PSYCHOLOGICAL CONCEPTIONS OF TEACHING.
BR-5-0252-5

ED 011 939

SELECTIVE AUDIO-VISUAL INSTRUCTION FOR MENTALLY RETARDED PUPILS.

ED 012 118

THE LANGUAGE INSTRUCTOR AND TEACHING MACHINES.

ED 012 152

REPORT ON THE ARTS AND HUMANITIES INSTITUTES OF 1966.

ED 012 268

TEACHING PROGRAMS

ORIENTATION HELD FOR NEW MEMBERS OF PARTNERSHIP TEACHING PROGRAM.

ED 012 255

TEACHING TECHNIQUES

A MEMORY SCHEDULE.

ED 012 150

NDEA INSTITUTE FOR THE ADVANCED STUDY OF FRENCH LITERATURE AND CULTURE (UNIVERSITY OF MICHIGAN, JUNE 13 TO JULY 25, 1966). FINAL TECHNICAL REPORT.

ED 012 155

TEACHING TECHNIQUES

(CONTINUED)

LANGUAGE LABORATORY RESEARCH STUDIES IN NEW YORK CITY HIGH SCHOOLS--A DISCUSSION OF THE PROGRAM AND THE FINDINGS.

ED 012 158

FOREIGN LANGUAGE IN ELEMENTARY SCHOOLS.

BULL-C-10

ED 012 162

THE HOMEWORK HELPER TUTOR MANUAL.

ED 012 278

TEACHING ECONOMIC UNDERSTANDINGS IN BUSINESS COURSES, A REPORT OF A WORKSHOP.

ED 012 316

TECHNICAL EDUCATION

THE DEVELOPMENT AND TESTING OF INSTRUMENTS AND PROCEDURES FOR A STUDY OF STUDENT SELECTION PRACTICES IN TECHNICAL EDUCATION PROGRAMS.

BR-6-8255

ED 011 972

AN EIGHT WEEK SUMMER INSTITUTE TRAINING PROGRAM TO TRAIN INSTRUCTORS OF INSTRUMENTATION TECHNOLOGY.

BR-6-2211

ED 011 973

STUDY OF INSTITUTIONAL POLICIES REGARDING ACCEPTANCE OF TRANSFER OF CREDIT FROM TECHNICAL-TERMINAL PROGRAMS IN JUNIOR COLLEGES.

ED 012 178

THE PARTNERSHIP VOCATIONAL EDUCATION PROJECT, A NEW PROGRAM IN INDUSTRIAL-TECHNICAL EDUCATION.

ED 012 J13

CHARACTERISTICS OF THE TECHNICAL EDUCATION STUDENT.

ED 012 318

ANNOTATED BIBLIOGRAPHY FOR VOCATIONAL-TECHNICAL EDUCATION, 1966.

ED 012 319

MECHANICAL DRAFTING AND DESIGN TECHNOLOGY, JOB DESCRIPTIONS AND SUGGESTED TECHNIQUES FOR DETERMINING COURSES OF STUDY IN VOCATIONAL EDUCATION PROGRAMS.

OE-80000-MISC-3570-1

ED 012 321

INSTRUMENTATION AND AUTOMATIC CONTROL, SUGGESTED TECHNIQUES FOR DETERMINING COURSES OF STUDY IN VOCATIONAL AND TECHNICAL EDUCATION PROGRAMS.

OE-80043

ED 012 333

INSTRUMENTATION TECHNOLOGY, A SUGGESTED 2-YEAR POST HIGH SCHOOL CURRICULUM. TECHNICAL EDUCATIONAL PROGRAM SERIES, NUMBER 6.

OE-80053

ED 012 337

COMPILATION OF TECHNICAL EDUCATION INSTRUCTIONAL MATERIALS. SUPPLEMENT 1, NEW AND REVISED INFORMATIONAL RESOURCES.

ED 012 340

COMPILATION OF TECHNICAL EDUCATION MATERIALS.

ED 012 341

TECHNICAL OCCUPATIONS

MECHANICAL DRAFTING AND DESIGN TECHNOLOGY, JOB DESCRIPTIONS AND SUGGESTED TECHNIQUES FOR DETERMINING COURSES OF STUDY IN VOCATIONAL EDUCATION PROGRAMS.

OE-80000-MISC-3570-1

ED 012 321

TECHNOLOGICAL ADVANCEMENT

AN EIGHT WEEK SUMMER INSTITUTE TRAINING PROGRAM TO TRAIN INSTRUCTORS OF INSTRUMENTATION TECHNOLOGY.

BR-6-2211

ED 011 973

TECHNOLOGY

SCIENCE AND TECHNOLOGY AS DEVELOPMENT FACTORS.

ED 012 244

TELEvised INSTRUCTION

HIGH SCHOOL PHYSICS BY TELEVISION--THE HOUSTON AREA PROJECT.

NDEA-VIIA-306

ED 011 965

TELEVISION

THE ONE ROOM SATELLITE.

BR-5-0216-6

ED 011 947

CLOSING THE GAP - RESEARCH AND PRACTICE.

BR-5-0216-8

ED 011 949

TERMINAL STUDENTS

THE JUNIOR COLLEGE PROGRAM OF INSTRUCTION AND THE EMPLOYMENT EXPERIENCES OF GRADUATES.

CU-1966-2

ED 012 168

TEST CONSTRUCTION

A NEW APPROACH TO CURRICULUM EVALUATION.

CRP-426

ED 011 964

EVALUATING THE USE OF ASSESSMENT PROCEDURES DEVELOPED IN ONE SCHOOL IN OTHER SCHOOLS.

BR-5-0607

ED 012 084

RELIABILITY, VALIDITY AND FAVORABILITY OF SELECTED INDICATORS OF BEHAVIORAL CHANGE IN CHILDREN.

BR-6-8554

ED 012 085

STANFORD-OWMAKI-KOHS TACTILE BLOCK DESIGN INTELLIGENCE TEST FOR THE BLIND. PART ONE-FINAL REPORT.

ED 012 119

TESTS WITH A NEW LOOK AND A NEW PURPOSE--THE NLA COOPERATIVE FOREIGN LANGUAGE TESTS.

ED 012 154

TEST INTERPRETATION

ANALYSIS OF THE TESTING PROGRAM - MDTA PROJECT.

ED 012 211

TEST SELECTION

A NEW APPROACH TO CURRICULUM EVALUATION.

CRP-426

ED 011 964

TESTING

TEST OF ADULT COLLEGE APTITUDE (TACA). MANUAL FOR ADMINISTRATION, SCORING AND INTERPRETATION.

ED 011 985

TESTING PROBLEMS

THE EFFECTS OF THE EXAMINER AND THE TESTING SITUATION UPON THE PERFORMANCE OF CULTURALLY DEPRIVED CHILDREN. PHASE I--INTELLIGENCE AND LANGUAGE ABILITY TEST SCORES AS A FUNCTION OF THE RACE OF THE EXAMINER. FINAL REPORT. BR-6-1421-DARCEE-VOL-1-NO-3

ED 011 963

EVALUATING THE USE OF ASSESSMENT PROCEDURES DEVELOPED IN ONE SCHOOL IN OTHER SCHOOLS.

BR-5-0807

ED 012 064

TESTING PROGRAMS

ANALYSIS OF THE TESTING PROGRAM - MDTA PROJECT.

ED 012 211

TESTS OF SIGNIFICANCE

PREJUDGING THE SUCCESS OF AN EXPERIMENTAL PROJECT.

ED 012 265

THOUGHT PROCESSES

CONCEPTS EMPLOYED BY ACCURATE AND INACCURATE CLINICIANS.

ED 012 071

TONE LANGUAGES

BASIC COURSE IN MENDE.

BR-6-1491-2

ED 012 018

SHORT COURSE IN MENDE.

BR-6-1491-1

ED 012 019

TRADE AND INDUSTRIAL EDUCATION

A PREFERRED ORDER FOR STUDYING CURRENT PROBLEMS IN MINNESOTA'S TRADE AND TECHNICAL PROGRAM.

ED 012 307

THE PROCESS AND PRODUCT OF T AND I HIGH SCHOOL LEVEL VOCATIONAL EDUCATION IN THE UNITED STATES, THE PRODUCT.

ED 012 315

AUTOMOTIVE SERVICE SPECIALIST, A SUGGESTED GUIDE FOR A TRAINING COURSE.

OE-87015

ED 012 320

THE INFLUENCE OF INDUSTRIAL ARTS EXPERIENCE ON GRADES EARNED IN POST-HIGH SCHOOL TRADE AND TECHNICAL CURRICULUMS.

CRP-2090

ED 012 324

SHEET METAL WORKER, A SUGGESTED TRAINING COURSE.

ED 012 336

TRADITIONAL SCHOOLS

MELBOURNE HIGH SCHOOL PILOT STUDY.

CRP-5-412

ED 011 968

TRAINABLE MENTALLY HANDICAPPED

CURRICULUM GUIDE--TRAINABLE RETARDED.

CURR-BULL-132

ED 012 116

TRAINABLE CHILDREN, CURRICULUM AND PROCEDURES.

ED 012 117

TEACHER'S GUIDE FOR THE TRAINABLE PROGRAM.

ED 012 142

TRAINING

TEACHER AIDES AT WORK.

ED 012 264

TRAINING TECHNIQUES

AN ANALYSIS OF A TRAINING PROGRAM FOR WASHINGTON'S NEW 4-H LEADERS.

ED 012 001

TRANSFER OF TRAINING

PSYCHOLOGICAL AND EDUCATIONAL FACTORS IN TRANSFER OF TRAINING. QUARTERLY REPORTS 8 AND 9.

BR-5-0230-GR-8-9

ED 011 960

REPORT ON EVALUATION OF PILOT CIVICS INSTITUTES, NDEA 1966.

ED 012 272

TRANSFER STUDENTS

UNDERGRADUATE TRANSFER STUDENTS AT THE UNIVERSITY OF MISSISSIPPI 1963-1966.

ED 012 098

A COMPARISON OF TERMINAL WITH COLLEGE PARALLEL FEMALES AT GEORGIA SOUTHWESTERN COLLEGE.

USG-RD-4-66

ED 012 170

STUDY OF INSTITUTIONAL POLICIES REGARDING ACCEPTANCE OF TRANSFER OF CREDIT FROM TECHNICAL-TERMINAL PROGRAMS IN JUNIOR COLLEGES.

ED 012 178

STUDENTS SEEKING TRANSFER FROM JUNIOR COLLEGES IN GEORGIA.

ED 012 181

A PROFILE OF CHICAGO CITY COLLEGE 1965 GRADUATES, FOLLOW-UP NUMBER 2.

ED 012 186

TRANSFORMATION THEORY (LANGUAGE)

RESULTATIVE VKRBS AND OTHER PROBLEMS.

POLA-8-2

ED 012 004

TRANSFORMATION THEORY (LANGUAGE)

(CONTINUED)

THE ORDERING OF PRE-NOMINAL MODIFIERS IN ENGLISH.
POLA-8-3

ED 012 005

TWO ASPECT MARKERS IN MANDARIN.
POLA-8-4

ED 012 006

ENGLISH AND MANDARIN CHINESE--DEFINITE AND INDEFINITE
DETERMINERS AND MODIFYING CLAUSE STRUCTURES.
POLA-11-1

ED 012 007

ON THE NOTION OF "EQUIVALENT SENTENCE STRUCTURE."
POLA-11-3

ED 012 009

TOWARD A MODERN THEORY OF CASE.
POLA-13-1

ED 012 010

SUBJECT AND OBJECT IN MANDARIN.
POLA-13-2

ED 012 011

SPANISH SANDHI AND BINARY FEATURES.

ED 012 013

PSYCHOLINGUISTIC SIMILARITIES IN THE ACQUISITION OF
ENGLISH AND RUSSIAN AS NATIVE LANGUAGES.

ED 012 015

TRANSITIONAL SCHOOLS

MELBOURNE HIGH SCHOOL PILOT STUDY.
CRP-5-412

ED 011 968

TRAVEL TRAINING

PRE-CANE MOBILITY AND ORIENTATION SKILLS FOR THE BLIND,
CURRICULUM GUIDE.

ED 012 135

TURF MANAGEMENT

A SURVEY OF DEPARTMENTS OF VOCATIONAL AGRICULTURE IN
DELAWARE TO ASCERTAIN THE EMPHASIS BEING GIVEN TO THE
AREAS OF ORNAMENTAL HORTICULTURE, FLORICULTURE, AND TURF
IN THE COURSE OF STUDY AND THE PHYSICAL FACILITIES
AVAILABLE.

DU-AG-ED-PUB-2

ED 012 303

TUTORING

THE HOMEWORK HELPER TUTOR MANUAL.

ED 012 278

UNEMPLOYED

EDUCATIONAL ATTAINMENT OF JOBSSEKERS REGISTERED FOR
EMPLOYMENT WITH THE OHIO STATE EMPLOYMENT SERVICE, APRIL
25, 1965.

ED 012 298

UNEMPLOYMENT

EDUCATION AND THE DEVELOPMENT OF IN-RESIDENCE TRAINING
PROGRAMS, PART I, PART II.

ED 012 280

UNGRADED SCHOOLS

MELBOURNE HIGH SCHOOL PILOT STUDY.
CRP-5-412

ED 011 968

UNIVERSITIES

ADULT EDUCATION AND THE AUSTRALIAN UNIVERSITIES.

ED 011 983

UNDERGRADUATE TRANSFER STUDENTS AT THE UNIVERSITY OF
MISSISSIPPI 1963-1966.

ED 012 098

KEYSORT - AN AID TO UNIVERSITY HOUSING.

ED 012 102

UNIVERSITY EXTENSION

ADULT EDUCATION AND THE AUSTRALIAN UNIVERSITIES.

ED 011 983

URBAN AREAS

SCORE - A DESCRIPTION.

ED 012 286

URBAN CULTURE

URBAN DEVELOPMENT ASSISTANT PROJECT. INTERIM REPORT.

ED 012 171

URBAN RENEWAL

URBAN DEVELOPMENT ASSISTANT PROJECT. INTERIM REPORT.

ED 012 171

URBAN SCHOOLS

BALTIMORE, MARYLAND, CHANGE AND CONTRAST--THE CHILDREN
AND THE PUBLIC SCHOOLS. REPORT OF AN INVESTIGATION.

ED 012 094

SOME RESULTS OF A SIMULATION OF AN URBAN SCHOOL DISTRICT.
R-042467

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SEMESTER, A PROGRAM IN TEACHER EDUCATION OF THE
ASSOCIATED COLLEGES OF THE MIDWEST.

ED 012 253

VERBAL ABILITY

IMPROVING THE LANGUAGE SKILLS OF "DEPRIVED" TEACHERS.

ED 012 282

VERBAL COMMUNICATION

SIMON SAYS--A NEW LOOK AT AN OLD GAME.

ED 012 267

VERBAL STIMULIRELATIONSHIP OF RACE, SEX AND GRADE TO RESPONSES, TO
VERBAL AND PICTORIAL STIMULI. PART II, A STUDY IN SMALL
SOUTHERN CITIES.

BR-5-0216-3

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VERBSRESULTATIVE VERBS AND OTHER PROBLEMS.
POLA-8-2

ED 012 004

VIDEO TAPE RECORDINGS

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ED 012 199

CUE, SOCIAL STUDIES HUMANITIES MEDIA GUIDE.

ED 012 200

VISIONVISION SCREENING OF THE PRESCHOOL CHILD, REPORT OF A STUDY.
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ED 012 120

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SYMBOLIC SCIENCE LEARNING FOR THE BLIND.

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CURRICULUM GUIDE.

ED 012 135

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CURRICULUM GUIDE.

ED 012 135

VOCABULARY

A MEMORY SCHEDULE.

ED 012 150

VOCABULARY DEVELOPMENT

SITUATIONAL VOCABULARY.

ED 012 146

VOCATIONAL AGRICULTUREA SURVEY OF DEPARTMENTS OF VOCATIONAL AGRICULTURE IN
DELAWARE TO ASCERTAIN THE EMPHASIS BEING GIVEN TO THE
AREAS OF ORNAMENTAL HORTICULTURE, FLORICULTURE, AND TURF
IN THE COURSE OF STUDY AND THE PHYSICAL FACILITIES
AVAILABLE.

DU-AG-ED-PUB-2

ED 012 303

VOCATIONAL COUNSELINGA GUIDANCE PROJECT TO INVESTIGATE CHARACTERISTICS,
BACKGROUND, AND JOB EXPERIENCES OF SUCCESSFUL AND
UNSUCCESSFUL ENTRY WORKERS IN THREE SELECTED INDUSTRIES.
FINAL REPORT.

BR-6-2147

ED 011 976

ACTION FOR EMPLOYMENT, A DEMONSTRATION NEIGHBORHOOD
MANPOWER PROJECT. FINAL REPORT.

ED 011 984

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SELF-CONCEPT OF THE SCHOOL COUNSELLOR.

ED 012 075

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TECHNIQUES FOR OFF-CAMPUS TEACHING OF VOCATIONAL AND
TECHNICAL SUBJECTS.

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ILLINOIS VOCATIONAL EDUCATION OCCUPATIONAL RESEARCH AND
DEVELOPMENT COORDINATING UNIT FINAL REPORT.

BR-6-3030

ED 011 981

WORK-STUDY FOR SLOW LEARNERS IN OHIO; SELECTED TRAINING
MATERIALS FOR USE IN OHIO INSTITUTES ON WORK-STUDY
PROGRAMS.

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ED 012 116

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STUDENTS.

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EMPLOYMENT EXPERIENCES OF GRADUATES.

CU-1966-2

ED 012 168

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ED 012 171

VOCATIONAL EDUCATION

(CONTINUED)
 DEPLETING WELFARE ROLES--A STUDY OF WELFARE RECIPIENTS.
 NJC-R-8-PTS-D-1-2-3 ED 012 210

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 IN THE UNITED STATES, OECD REVIEWS OF NATIONAL POLICIES
 FOR SCIENCE AND EDUCATION.
 ED 012 240

VOCATIONAL EDUCATION AND CHANGING NEEDS, A PROPOSED
 COMPREHENSIVE AREA VOCATIONAL SCHOOL TO MEET CHANGING
 NEEDS IN KENTUCKY.
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 BR-5-0109 ED 012 330

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 BR-8-0093 ED 012 333

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 REPORT OF THE GEORGIA RCU ADVISORY COMMITTEE. (CLARKSTON,
 OCTOBER 21, 1966).
 ED 012 334

CIVIL TECHNOLOGY, HIGHWAY AND STRUCTURAL OPTIONS, A
 SUGGESTED 2-YEAR POST HIGH SCHOOL CURRICULUM. TECHNICAL
 EDUCATION PROGRAM SERIES, NUMBER 8.
 OE-00041 ED 012 338

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 BR-5-0139 ED 012 343

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 BR-5-1005 ED 012 344

PILOT PROGRAM FOR THE EXPANSION OF A STATE RESEARCH
 COORDINATING UNIT.
 BR-5-0101 ED 012 346

THE ESTABLISHMENT OF THE STATE RESEARCH COORDINATING UNIT
 FOR THE STATE OF NEW MEXICO.
 BR-5-0103 ED 012 347

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THE DEMAND FOR AND SELECTED SOURCES OF TEACHERS IN
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FOLLOW-UP SURVEY OF HIGH SCHOOL VOCATIONAL GRADUATES.
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SELECTED CHARACTERISTICS OF THE MENTALLY RETARDED CLIENTS
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A STUDY OF THE EFFECT OF SELECTED CHARACTERISTICS IN FARM
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 ACT IN OKLAHOMA.
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 BR-5-0216-5 ED 011 946

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A GUIDANCE PROJECT TO INVESTIGATE CHARACTERISTICS,
 BACKGROUND, AND JOB EXPERIENCES OF SUCCESSFUL AND
 UNSUCCESSFUL ENTRY WORKERS IN THREE SELECTED INDUSTRIES.
 FINAL REPORT.
 BR-6-2147 ED 011 976

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DROPOUTS AND HIGH-SCHOOL GRADUATES.

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CONFERENCE REPORT.

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WORK STUDY PROGRAMSWORK-STUDY FOR SLOW LEARNERS IN OHIO, 'SELECTED TRAINING
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PROGRAMS.

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STUDENTS.

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YOUTH

YOUTH AND MONEY.

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ED 012 288

THE BLOOMINGDALE PROJECT, REPORT OF A DEMONSTRATION
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ED 012 290

YOUTH AGENCIES

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YOUTH EMPLOYMENTPROGRAMS AND PROSPECTS FOR OUT-OF-SCHOOL YOUTH--SCHOOL
DROPOUTS AND HIGH-SCHOOL GRADUATES.

ED 012 296

YOUTH LEADERSAN ANALYSIS OF A TRAINING PROGRAM FOR WASHINGTON'S NEW
4-H LEADERS.

ED 012 001

YOUTH PROGRAMSOUTWARD BOUND IN THE MAINSTREAM OF AMERICAN EDUCATION, A
SYNOPSIS OF SIX OUTWARD BOUND MAINSTREAM PROJECTS.

ED 012 288





**PROJECT
RESUMES**

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Accession Number--an identification number sequentially assigned to project documents as they are processed.

Office of Education Program--a code for the legislative program which supported the research activity.

SAMPLE ENTRY

Title of the Research Project.

EP 000 000

24

Investigator(s)--the individual(s) responsible for the conduct of the project.

A STUDY OF THE OPTIMUM PHYSICAL VIEWING CONDITIONS FOR A REAR PROJECTION DAYLIGHT SCREEN.

INVESTIGATOR- JASPEN, NATHAN

PENNSYLVANIA STATE UNIV., UNIVERSITY PARK

BUREAU NUMBER BR-6-1234

PROP DATE 01-OCT-65

CONTRACT/GRANT OEC-6-12-01234-0033

Institutional Source--the organization at which the research activity is conducted.

DESCRIPTORS- *AUDIOVISUAL AIDS, *CABINET-TYPE PROJECTOR, ACHIEVEMENT, EQUIPMENT, TEACHING METHODS, *VIEWING CONDITIONS, INSTRUCTIONAL FILM, TEACHING METHODS, FILMS.

Bureau Number--an administrative number assigned by the Bureau of Research, U.S. Office of Education.

START DATE 12-15-65

END DATE 06-30-67

Proposal Date--the date the proposal was submitted for evaluation in the Bureau of Research.

Contract or Grant Number--contract numbers have OEC prefixes; grant numbers have OEG prefixes.

Descriptors--the subject terms assigned by an indexer to characterize the substance of a project. Only the major terms preceded by an asterisk are printed in the subject index.

Start Date and End Date--the starting date and the anticipated ending date for the research project.

AN EXPERIMENT WAS DESIGNED TO DISCOVER THE DIFFERENCES IN LEARNING THAT COULD BE ATTRIBUTED TO DIFFERENCES IN ROOM ILLUMINATION, VIEWING ANGLE, AND DISTANCE FROM THE SCREEN AS THEY RELATED TO THE CABINET-TYPE PROJECTOR. PARTICIPANTS WERE 721 NAVY TRAINEES. THEIR TASK CHOSEN WAS TO ASSEMBLE THE BREECH BLOCK OF AN ANTI-AIRCRAFT GUN. ALTHOUGH MOST TRAINEES COULD NOT PERFORM THE TASK WITHOUT INSTRUCTION, THEY LEARNED THE ASSEMBLY IN A FEW MINUTES WITH AN APPROPRIATE FILM. HALF OF THEM SAW THE FILM UNDER DAYLIGHT ILLUMINATION CONDITIONS. THE OTHER HALF SAW THE FILM UNDER DARKENED ROOM CONDITIONS. A TEST WAS SET UP WITH 50 SEATING POSITIONS AT VARYING ANGLES OF VIEW AND AT VARYING DISTANCES FROM THE SCREEN. THE TRAINEES WERE TESTED AFTER THEY SAW THE FILM. PERFORMANCE WAS BETTER UNDER DAYLIGHT CONDITIONS IN THE OPTIMUM VIEWING AREA. OPTIMUM VIEWING WAS WITHIN 30 DEGREES OF THE CENTER LINE AND WITHIN 12 SCREEN WIDTHS OF THE SCREEN. THESE FACTORS SHOULD BE TAKEN INTO CONSIDERATION IN TRAINING SITUATIONS WHEN TRAINEES PRACTICE A SKILL DURING A FILM SHOWING. (CG)

Informative Abstract--a synopsis of the project in about 200 words. When applicable it includes the purpose and procedure of the research activity.

Abstractor's initials.

EP 010 899

56

AN INVESTIGATION INTO THE PRACTICE OF "SCREEN EDUCATION" (THE INTRODUCTION OF FILMS AND TELEVISION INTO EDUCATION AS AN ESSENTIAL AREA OF STUDY).

INVESTIGATOR- HODGKINSON, ANTHONY W.
NORTH READING PUBLIC SCHOOLS, MASS.

BUREAU NUMBER BR-6-1535

GRANT OEG-1-7-061535-5245

PROP DATE JAN 67

DESCRIPTORS- #CULTURAL EDUCATION, #FILMS, #INSTRUCTIONAL MEDIA, #TELEVISION, #UNITS OF STUDY (SUBJECT FIELDS), JUNIOR HIGH SCHOOLS, NORTH READING,

START DATE 06-29-67

END DATE 06-28-69

TEACHING METHODS WILL BE DEMONSTRATED WHEREBY CHILDREN MAY BE ASSISTED TO DEVELOP APPRECIATION AND UNDERSTANDING OF FILMS, TELEVISION, AND (BY EXTENSION) OTHER POPULAR ARTS. IN ADDITION, AN INVESTIGATION WILL BE MADE AS TO HOW THE TEACHING OF SCREEN EDUCATION CAN (1) INCREASE DISCRIMINATION IN REGARD TO THE MASS MEDIA, (2) PROVIDE NEW OPPORTUNITIES FOR CHILDREN TO DEMONSTRATE THEIR CREATIVITY, AND (3) INCLUDE EFFICACIOUS INSTRUCTION FOR CHILDREN OF VARYING GRADES AND STAGES OF INTELLECTUAL AND EMOTIONAL DEVELOPMENT. A PROGRAM OF SCREEN EDUCATION WILL BE TAUGHT IN JUNIOR HIGH SCHOOL BY A TRAINED AND EXPERIENCED TEACHER. AT THE CULMINATION OF THE PROJECT, AN INTERNATIONAL MEETING OF SCREEN EDUCATORS IS PLANNED IN COOPERATION WITH A UNESCO AGENCY. (TC)

EP 010 900

48

DISCOURSE, PARAGRAPH AND SENTENCE STRUCTURE OF SELECTED PHILIPPINE LANGUAGES.

INVESTIGATOR- PIKE, KENNETH L.

SUMNER INST. OF LINGUISTICS, SANTA ANA, CALIF.

BUREAU NUMBER BR-6-2038

PROP DATE 06 MAY 66

CONTRACT OEC-D-8-062038-0391

DESCRIPTORS- #FIELD TRIPS, #LINGUISTIC THEORY, #MALAYO POLYNESIAN LANGUAGES, #TAGMENIC ANALYSIS, PHILIPPINES, SANTA ANA,

START DATE 08-01-67

END DATE 12-31-68

APPROXIMATELY 15 SELECTED PHILIPPINE LANGUAGES WILL BE STUDIED TO DETERMINE THE MANNER IN WHICH WORDS, CLAUSES, SOUNDS, AND SENTENCES GROUP TOGETHER TO MAKE UP UNITS LARGER THAN THE SENTENCE. AN ANALYSIS WILL BE MADE AS TO THE NATURE OF PARAGRAPHS AND STRUCTURE DISCOURSE BY USING SPECIAL TECHNIQUES AND THEORY, CALLED TAGMENICS. THE AUTHOR USES THE TERM "TAGMENE" TO DESIGNATE A UNIT OF GRAMMAR SUCH AS THE PREDICATE OR OBJECT OF A SENTENCE. THE TAGMENE IS VIEWED AS HAVING (1) A FUNCTION IN A CONSTRUCTION, "OBJECT" FOR EXAMPLE, AND (2) A SET OF FORMS, SUCH AS "THE BOY," "JOHN," AND "SOMEBODY," WHICH CAN COME IN THE APPROPRIATE SLOT. THE AUTHOR NOTES THAT TECHNIQUES SIMILAR TO TAGMENICS HAVE BEEN PREVIOUSLY USED TO STUDY SELECTED LANGUAGES OF MEXICO AND WEST AFRICA. HE STATES THAT A DEEPER UNDERSTANDING OF THE PARAGRAPH AND DISCOURSE STRUCTURE OF LANGUAGES WILL LEAD TO IMPROVED LANGUAGE TEACHING. SELECTED DATA FROM AVAILABLE PUBLISHED MATERIAL CONCERNING THE PHILIPPINES WILL BE USED IN THE ANALYSIS. (TC)

EP 010 901

49

A STUDY OF METHOD IN LANGUAGE AND CULTURE RESEARCH, PHASE II--TEXTUAL ANALYSIS.

INVESTIGATOR- MATHIOT, MADELEINE

SAN FERNANDO VALLEY STATE COLL. FOUNDATION

BUREAU NUMBER BR-6-2064

PROP DATE 11 MAY 66

CONTRACT OEC-D-8-062064-2030-014

DESCRIPTORS- #ANTHROPOLOGY, #LANGUAGE INSTRUCTION, #LANGUAGE RESEARCH, #LINGUISTIC PATTERNS, #PAPAGO, ARIZONA, MEXICO, NORTHRIDGE, SONORA,

START DATE 10-01-67

END DATE 09-30-70

A FOLLOWUP STUDY WILL DEVELOP AND SPECIFY PRECISE METHODS FOR THE INVESTIGATION OF THE COGNITIVE SIGNIFICANCE OF TEXTS. THE ORIGINAL STUDY DEVELOPED A METHOD FOR THE COGNITIVE ANALYSIS OF LINGUISTIC CATEGORIES AND PROPERTIES. THIS STUDY WILL BE CONDUCTED ON AN AMERICAN INDIAN LANGUAGE, PAPAGO, SPOKEN IN ARIZONA AND SONORA, MEXICO. THE METHODS, ONCE DEVELOPED, ARE EXPECTED TO BE APPLICABLE TO ANY LANGUAGE AND CULTURE. THE MAJOR AREA OF APPLICATION OF THE EXPECTED FINDINGS WILL BE IN THE FIELD OF ADVANCED LANGUAGE TEACHING, PRIMARILY THE TEACHING OF COMPOSITION AND LITERATURE, BY PROVIDING AN INCREASED UNDERSTANDING OF THE MEANS WHICH A CULTURE PROVIDES FOR THE EXPRESSION OF IDEAS. THIS RESEARCH WILL BE BASED ON AN UNDERLYING ASSUMPTION THAT THERE IS A BASIC DISTINCTION BETWEEN THE SEMANTIC CONTENT OF A TEXT, CALLED THE "STORY," AND THE COGNITIVE SIGNIFICANCE OF A TEXT, CALLED THE "MESSAGE." THE RESEARCH WILL ALSO BE BASED ON TEXTUAL SAMPLES OF UNIFORM "ESTHETIC FUNCTION," WHICH THE AUTHOR DESIGNATES AS THE CAPACITY OF THE LANGUAGE TO ATTRACT ATTENTION TO ITSELF RATHER THAN TO THE COMMUNICATION IT CONVEYS. THIS RESEARCH WILL EXPLORE THE RELATION OF ESTHETIC FUNCTION TO COGNITIVE SIGNIFICANCE AND THE RELATION OF THE MESSAGE OF TEXTS TO THE THEMES, OR MAJOR COGNITIVE PATTERNS, OF THE LANGUAGE. (TC)

EP 010 902

08

THE EFFICACY OF HOME ECONOMICS COURSES DESIGNED TO PREPARE DISADVANTAGED PUPILS FOR THEIR HOMEMAKER FAMILY MEMBER ROLE AND THE DUAL ROLES OF HOMEMAKER AND WAGE EARNER-PART C.

INVESTIGATOR- DALRYMPLE, JULIA I.

OHIO STATE UNIV., COLUMBUS

BUREAU NUMBER BR-6-3049

PROP DATE

87

GRANT OEG-D-8-063049-1735

DESCRIPTORS- #DISADVANTAGED YOUTH, #ECONOMICALLY DISADVANTAGED, #FAMILY LIFE, #HOME ECONOMICS EDUCATION, #INTEGRATED CURRICULUM, #JOB SKILLS, COLUMBUS, CURRICULUM DEVELOPMENT, CURRICULUM EVALUATION, FEMALES, HIGH SCHOOL STUDENTS, HOMEMAKING EDUCATION, WAGES,

START DATE 09-01-67

END DATE 08-31-70

THE IMPACT THAT CAN BE MADE ON POVERTY IN URBAN AREAS BY TWO NEWLY DESIGNED HOME ECONOMICS COURSES WILL BE INVESTIGATED IN A DEVELOPMENTAL PROGRAM THAT HAS BEEN PLANNED BY THREE PRINCIPAL INVESTIGATORS, ONE EACH FROM CORNELL, OHIO STATE, AND PURDUE UNIVERSITIES. ONE NEW COURSE WILL PREPARE DISADVANTAGED STUDENTS FOR THEIR ROLES AS HOMEMAKERS AND FAMILY MEMBERS IN A CHANGING SOCIETY. THE OTHER COURSE WILL

PREPARE DISADVANTAGED STUDENTS FOR THE DUAL ROLES OF HOMEMAKER AND WAGE-EARNER IN OCCUPATIONS USING HOME ECONOMICS KNOWLEDGE AND SKILLS. A WORKSHOP FOR THE TEACHERS SELECTED TO TEACH ALL BUT TWO OF THE EXPERIMENTAL CLASSES WILL BE HELD AT PURDUE UNIVERSITY. THE MATERIALS TO BE USED IN ALL OF THE CLASSES WILL BE DEVELOPED AT THE WORKSHOP. ALL EVALUATIVE INSTRUMENTS WILL BE SELECTED OR DEVISED AT CORNELL UNIVERSITY. CURRICULUM MATERIALS USED IN THE STUDY WILL BE COMBINED, REFINED, AND PREPARED FOR DISSEMINATION AT CORNELL UNIVERSITY. EACH OF THE THREE RESEARCH GROUPS WILL GATHER DATA FROM THEIR COOPERATING HIGH SCHOOLS. DATA WILL BE ANALYZED BY EACH GATHERING INSTITUTION, AND AN ANALYSIS OF THE COMBINED DATA WILL BE MADE AT OHIO STATE. TO TEST THE EFFECTIVENESS OF THESE NEW COURSES, STUDENTS IN THE EXPERIMENTAL CLASSES WILL BE COMPARED WITH STUDENTS WHO HAVE NOT HAD THE BENEFIT OF EITHER COURSE. RELATED PROJECTS ARE EP 010 902 AND EP 010 913. (AL)

EP 010 903

DB

THE EFFICACY OF HOME ECONOMICS COURSES DESIGNED TO PREPARE DISADVANTAGED PUPILS FOR THEIR HOMEMAKER FAMILY ROLE AND THE DUAL ROLES OF HOMEMAKER AND WAGE EARNER-PART B.

INVESTIGATOR- NELSON, HELEN Y.

STATE UNIV. OF N.Y., ITHACA

BUREAU NUMBER BR-6-3050

PROP DATE 10 JUN 66

CONTRACT OEC-D-8-063050-1710

DESCRIPTORS- #DISADVANTAGED YOUTH, #ECONOMICALLY DISADVANTAGED, #FAMILY LIFE, #HOME ECONOMICS EDUCATION, #INTEGRATED CURRICULUM, #MEASUREMENT INSTRUMENTS, CURRICULUM DEVELOPMENT, CURRICULUM EVALUATION, FEMALES, HIGH SCHOOL STUDENTS, HOMEMAKING EDUCATION, ITHACA, TEACHERS, WAGES, WORKSHOPS,

START DATE 09-01-67

END DATE 08-31-70

A DEVELOPMENTAL PILOT STUDY IS PLANNED BY THREE PRINCIPAL INVESTIGATORS FROM CORNELL, OHIO STATE, AND PURDUE UNIVERSITIES TO TEST THE EFFECTIVENESS OF TWO NEWLY DEVISED HOME ECONOMICS COURSES FOR DISADVANTAGED STUDENTS. ONE COURSE WILL PREPARE STUDENTS FOR THEIR ROLES AS HOMEMAKERS AND FAMILY MEMBERS IN A CHANGING SOCIETY. THE OTHER COURSE WILL PREPARE STUDENTS FOR THEIR DUAL ROLES OF HOMEMAKER AND WAGE-EARNER IN OCCUPATIONS THAT USE HOME ECONOMICS KNOWLEDGE AND SKILLS. PARTS OF THE STUDY WILL BE CONDUCTED BY EACH OF THE THREE UNIVERSITIES IN CITY HIGH SCHOOLS IN CONNECTICUT, INDIANA, OHIO, AND NEW YORK. TWELVE EXPERIMENTAL GROUPS AND NINE CONTROL GROUPS WILL PARTICIPATE. SIX VARIATIONS OF PRESENTING THE EXPERIMENTAL COURSES ARE PLANNED. CORNELL AND OHIO STATE WILL EACH TEST HALF OF THE VARIATIONS OF THE RESEARCH PROGRAM IN THEIR COOPERATING SCHOOLS, AND PURDUE WILL TEST ALL SIX VARIATIONS TO PROVIDE REPLICATION FOR THE OTHER STATES. A WORKSHOP FOR TEACHERS SELECTED TO TEACH ALL BUT TWO OF THE EXPERIMENTAL CLASSES WILL BE HELD AT PURDUE. THE CLASSROOM MATERIALS TO BE USED WILL BE DEVELOPED AT THE WORKSHOP. EVALUATIVE INSTRUMENTS WILL BE SELECTED OR DEVISED AT CORNELL, AND CURRICULUM MATERIALS WILL BE ORGANIZED AND PREPARED FOR DISSEMINATION AT CORNELL. THE EFFECTIVENESS OF THESE NEW COURSES WILL BE EVALUATED BY COMPARING THE EXPERIMENTAL AND CONTROL GROUPS. RELATED PROJECTS ARE EP 010 902 AND EP 010 913. (AL)

EP 010 904

24

TEACHING COMPOSITION SKILLS WITH WEEKLY MULTIPLE-CHOICE TESTS IN LEIU OF THEME WRITING.

INVESTIGATOR- SCANNELL, DALE P. HAUGH, OSCAR M.

KANSAS UNIV., LAWRENCE

BUREAU NUMBER BR-6-8134

PROP DATE 10 SEP 65

GRANT OEC-1-7-068134-3490

DESCRIPTORS- #COMPOSITION SKILLS (LITERARY), #MULTIPLE CHOICE TESTS, #OBJECTIVE TESTS, #PROGRAM EVALUATION, #TEACHING TECHNIQUES, COMPARATIVE ANALYSIS, COMPOSITION (LITERARY), GRADE 10, LAWRENCE, PROGRAM EFFECTIVENESS,

START DATE 06-01-67

END DATE 05-31-68

THE EFFECTIVENESS OF TEACHING COMPOSITION BY MEANS OF SELF-SCORING WEEKLY TESTS INSTEAD OF NORMAL THEME WRITING ASSIGNMENTS WILL BE STUDIED. APPROXIMATELY 190 10TH-GRADE STUDENTS WILL COMPRISE EACH OF THE EXPERIMENTAL AND CONTROL GROUPS. THE EXPERIMENTAL GROUP WILL BE GIVEN 12 OBJECTIVE TESTS, 30 MINUTES LONG, THROUGHOUT A SEMESTER. THESE OBJECTIVE TESTS WILL BE DESIGNED TO REFLECT AND EMPHASIZE COMMON STUDENT WRITING ERRORS AND THOSE ELEMENTS THAT ARE DEEMED IMPORTANT IN A WELL-WRITTEN COMPOSITION. DURING THE EXPERIMENTAL PERIOD, THE EXPERIMENTAL GROUP WILL BE ASSIGNED ONLY ONE THEME, WHICH WILL BE GIVEN IN THE 6TH WEEK. THE CONTROL GROUP WILL BE ASSIGNED THEMES ON ALTERNATE WEEKS, AND REVISIONS WILL BE MADE BY THE STUDENTS DURING ALTERNATE WEEKS BETWEEN NEW ASSIGNMENTS. IF THE OBJECTIVE TEACHING TESTS ARE EFFECTIVE FOR EXPOSING STUDENTS TO COMPOSITION SKILLS, AN OPTIMAL ARRANGEMENT COULD BE DEVELOPED WHICH WOULD INCLUDE A BALANCE OF TEACHING TESTS AND THEME ASSIGNMENTS. (GD)

EP 010 905

24

FACTORS IN SCHOOL INTEGRATION DECISIONS OF NEGRO MOTHERS.

INVESTIGATOR- BINDERMAN, MURRAY

NORTH CAROLINA UNIV., CHAPEL HILL

BUREAU NUMBER BR-7-C-043

PROP DATE 25 APR 67

GRANT OEC-D-8-000043-1804

DESCRIPTORS- #FREE CHOICE TRANSFER PROGRAMS, #INTEGRATION STUDIES, #NEGRO MOTHERS, #SCHOOL INTEGRATION, #SOUTHERN SCHOOLS, CHAPEL HILL, DECISION MAKING, ELEMENTARY SCHOOLS, FACTOR ANALYSIS, NEGATIVE ATTITUDES, NEGRO ATTITUDES, PARENT ATTITUDES,

START DATE 09-01-67

END DATE 08-15-68

AN EXAMINATION WILL BE MADE OF FOUR SETS OF FACTORS WHICH THE INVESTIGATOR POSITED AS IMPORTANT IN THE DECISION OF NEGRO MOTHERS, LIVING IN SOUTHERN AREAS, TO ENROLL OR NOT TO ENROLL THEIR CHILDREN IN DESEGREGATED, FORMERLY ALL-WHITE SCHOOLS. THE FACTORIAL GROUPS TO BE STUDIED RELATE TO (1) SOCIAL APPROVAL FOR SENDING ONE'S CHILD TO AN INTEGRATED SCHOOL, (2) POTENTIAL VICARIOUS GAINS FROM SENDING ONE'S CHILD TO AN INTEGRATED SCHOOL, (3) PERSONAL VALUES AND GOALS, AND (4) MATERIAL CONDITIONS IN THE HOME AND IN THE LOCAL EDUCATIONAL SYSTEM. EMPIRICAL MEASUREMENTS OF THE VARIABLE FACTORS WILL BE OBTAINED BY MEANS OF INTERVIEWS WITH 200 MOTHERS OF ELEMENTARY STUDENTS. THESE MOTHERS WILL HAVE BEEN RANDOMLY SAMPLED IN ONE SOUTHERN SCHOOL DISTRICT AS CHOOSING EITHER INTEGRATION OR SEGREGATION FOR THEIR CHILDREN. THE

INTERVIEWS WILL BE CONDUCTED BY TRAINED NEGRO FEMALES. MEASURES OBTAINED ON THE DIFFERENT FACTORS WILL BE RELATED TO THE DECISION TO INTEGRATE OR SEGREGATE, AND A DETERMINATION WILL BE MADE OF THE AMOUNT OF VARIATION FOUND IN THE EFFECT OF EACH VARIABLE FACTOR ON THE DECISION MADE. SUBJECT-RELATED FACTORS TO BE CONTROLLED IN THIS STUDY ARE--AGE, EDUCATION, SOCIAL CLASS, RELIGION, TIME SPENT OUTSIDE THE SOUTH, TYPE AND AMOUNT OF WHITE CONTACT, SEX OF CHILD, AND DISTANCE FROM THE SCHOOL. THROUGH THIS STUDY, THE INVESTIGATOR WILL ATTEMPT TO SHOW WHY RELATIVELY FEW SOUTHERN NEGROES ARE ENROLLING THEIR CHILDREN IN DESEGREGATED SCHOOLS AND SEEM TO PREFER LOCAL, FORMERLY ALL-NEGRO SCHOOLS, INSTEAD. (JH)

EP 010 906

24

EFFECT OF MATERNAL ATTITUDES, TEACHER ATTITUDES, AND TYPE OF NURSERY SCHOOL TRAINING ON THE ABILITIES OF PRESCHOOL CHILDREN.

INVESTIGATOR- COX, HELEN R.

CATHOLIC UNIV. OF AMERICA, WASHINGTON, D.C.

BUREAU NUMBER BR-7-C-048

PROP DATE 15 JUN 67

GRANT OEG-D-8-D70048-0222

DESCRIPTORS- *MOTHER ATTITUDES, *NURSERY SCHOOLS, *PRESCHOOL CHILDREN, *PRESCHOOL LEARNING, *TEACHER ATTITUDES, *ACHIEVEMENT, *CURRICULUM EVALUATION, *DISTRICT OF COLUMBIA, *MONTSSORI METHOD, *PARENT EDUCATION, *PRESCHOOL EDUCATION, *SOCIOECONOMIC INFLUENCES, *TEACHER EDUCATION,

START DATE 09-01-67

END DATE 11-01-68

ASSESSMENTS WILL BE MADE OF (1) THE IMPORTANCE OF THREE FACTORS--ATTITUDES OF THE MOTHER, ATTITUDES OF THE TEACHER, AND TYPE OF SCHOOL PROGRAM--ON THE LEARNING AND ACHIEVEMENT OF THE NURSERY SCHOOL CHILD, AND (2) THE SIMILARITIES AND VARIATIONS OF THESE FACTORS BY SOCIOECONOMIC CLASS, LOWER AND MIDDLE. IN PERFORMING THESE STUDIES, THE INVESTIGATOR HOPES TO PROVIDE EVIDENCE FOR THE SELECTION OF THE BEST TYPE OF NURSERY SCHOOL EDUCATION FOR CHILDREN OF DIFFERENT SOCIAL CLASSES, AND TO AID IN PARENT AND TEACHER EDUCATION BY ENCOURAGING THE ADOPTION OF PRACTICES AND ATTITUDES WHICH STIMULATE THE ACHIEVEMENT OF VERY YOUNG CHILDREN. NINETY 3-YEAR-OLD, LOWER- AND MIDDLE-CLASS CHILDREN FROM TRADITIONAL SCHOOLS, AND 90 FROM MONTESSORI SCHOOLS, WILL BE GIVEN THE STANFORD-BINET INTELLIGENCE SCALE AND THE PEABODY PICTURE VOCABULARY TEST AT THE BEGINNING OF THE SCHOOL YEAR. THE CHILDREN'S DEMOGRAPHIC CHARACTERISTICS WILL BE MATCHED AS CLOSELY AS POSSIBLE. MOTHERS WILL BE GIVEN THE MARYLAND PARENT ATTITUDE SURVEY, AND TEACHERS, THE MINNESOTA TEACHER ATTITUDE INVENTORY. AT THE END OF THE YEAR, THE CHILDREN WILL BE GIVEN THE CALDWELL-SOULE PRESCHOOL INVENTORY. IT IS EXPECTED THAT MATERNAL ATTITUDES, TEACHER ATTITUDES, AND TYPE OF NURSERY TRAINING WILL SIGNIFICANTLY AFFECT THE CHILD'S ACHIEVEMENT LEVEL. (JH)

EP 010 907

24

THE EFFECTS OF COURSES EMPLOYING SCHOOL MATHEMATICS STUDY GROUP TEXTS ON STUDENTS' FIRST SEMESTER GRADES.

INVESTIGATOR- FLANAGAN, S. STUART

VIRGINIA UNIV., CHARLOTTEVILLE

BUREAU NUMBER BR-7-C-051

PROP DATE 28 JUN 68

GRANT OEG-D-8-000051-0215

DESCRIPTORS- *ACADEMIC ACHIEVEMENT, *COURSE OBJECTIVES, *MATHEMATICS CURRICULUM, *MATHEMATICS MATERIALS, *PREDICTIVE ABILITY (TESTING), *ACHIEVEMENT RATING, *CALCULUS, *CHARLOTTEVILLE, *COLLEGE STUDENTS, *COMPARATIVE ANALYSIS, *FRESHMEN, *SCHOOL MATHEMATICS STUDY GROUP (SMSG),

START DATE 07-01-67

END DATE 09-01-68

THE EFFECTS OF HIGH SCHOOL COURSES EMPLOYING SCHOOL MATHEMATICS STUDY GROUP (SMSG) TEXTS ON COLLEGE STUDENTS' FIRST SEMESTER GRADES IN MATHEMATICS (CALCULUS) WILL BE ASSESSED. IN ADDITION, AN ATTEMPT WILL BE MADE TO DEVELOP A SUITABLE PREDICTOR OF SUCCESS IN COLLEGE MATHEMATICS. STUDENTS IN A 1966-67 FRESHMAN CLASS WHO HAVE HAD SMSG COURSES IN HIGH SCHOOL HAVE BEEN IDENTIFIED. DATA HAVE BEEN ANALYZED FROM A 90-PERCENT RETURN OF A QUESTIONNAIRE SENT TO THIS CLASS OF 930 STUDENTS, AND THE RESULTS HAVE INDICATED THAT ABOUT 200 HAVE HAD AT LEAST ONE COURSE IN SMSG MATHEMATICS. ALL OTHER PERTINENT DATA ACQUIRED BY QUESTIONNAIRE WILL BE INCLUDED WITH INFORMATION DERIVED FROM THESE STUDENTS' RECORDS AND THEN COMPARED WITH SIMILAR DATA FOR STUDENTS WHO HAVE NOT TAKEN SMSG COURSES BUT HAVE TAKEN THE FIRST SEMESTER COLLEGE COURSE IN MATHEMATICS. A COMPUTER PROGRAM USING MULTIPLE-LINEAR REGRESSION WILL THEN BE EMPLOYED TO COMPARE THE ACHIEVEMENT IN COLLEGE MATHEMATICS OF THE TWO STUDENT GROUPS. WITH THE SAME PROGRAM, A REGRESSION EQUATION TO PREDICT SUCCESS IN COLLEGE MATHEMATICS WILL BE DERIVED. THE FOUR OR FIVE FACTORS WHICH ALLOW THE BEST PREDICTION OF COLLEGE CALCULUS GRADES WILL BE REPORTED SO ADVISORS MAY BETTER COUNSEL INCOMING FRESHMEN. (GD)

EP 010 908

24

AN EXPERIMENTAL STUDY OF CREATIVE PROBLEM SOLVING.

INVESTIGATOR- MILES, DAVID T.

SOUTHERN ILLINOIS UNIV., CARBONDALE

BUREAU NUMBER BR-7-E-037

PROP DATE

67

GRANT OEG-3-7-700037-2940

DESCRIPTORS- *CREATIVE ACTIVITIES, *CREATIVE THINKING, *PROBLEM SOLVING, *RESEARCH DESIGN, *TASK PERFORMANCE, *CARBONDALE, *CRITICAL THINKING, *EVALUATION TECHNIQUES, *PRODUCTIVE THINKING, *THOUGHT PROCESSES,

START DATE 06-01-67

END DATE 02-28-68

CRITICAL, CREATIVE PROBLEM-SOLVING VARIABLES WILL BE SYSTEMATICALLY STUDIED IN A SERIES OF EXPERIMENTS INTENDED TO VALIDATE A SET OF EXPERIMENTAL PROBLEM-SOLVING TASKS AND AN OPERATIONALLY REFINED EXPERIMENTAL PROCEDURE. APPROXIMATELY 10 PROBLEM TASKS WILL BE COLLECTED, DEVELOPED, AND TESTED IN THE EXPERIMENT WHICH WILL ANALYZE, IN PARTICULAR, THE EFFECTS OF FOUR VARIATIONS IN THE PRETASK VARIABLE LABELED, "PRIOR SOLUTION EXAMINATION." THE TASKS WILL BE ADAPTED TO FIT A SET OF NINE CRITERIA AND WILL INVOLVE SUCH ACTIVITIES AS THE CONSTRUCTION OF AN ORIGINAL WIRE TOOL FOR HANDLING A HOT LABORATORY FLASK AND THE PRODUCTION OF A SHORT VERBAL MESSAGE TO PERSUADE A PARTICULAR AUDIENCE TO CARRY OUT A PARTICULAR ACT. ALL THE SELECTED TASKS WILL BE COMPLETED BY A SAMPLE OF 40 COLLEGE UNDERGRADUATES TO TEST THE VALIDITY AND RELIABILITY OF EACH TASK. AN EXPERIMENT USING 40 NEW SUBJECTS (FOUR GROUPS OF 10 EACH) WILL BE CONDUCTED IN WHICH TWO VARIATIONS OF TWO PRETASK INDEPENDENT VARIABLES, "VARIETY OF

PRIOR SOLUTIONS EXAMINED" AND "EXAMINATION STRATEGY EMPLOYED," WILL BE MANIPULATED. THE TASK SOLUTIONS WILL BE JUDGED FOR LEVEL OF SUCCESS AND ORIGINALITY, AND A COMBINED RATING SCORE WILL BE GIVEN. THE MEAN SCORES FOR EACH OF THE FOUR EXPERIMENTAL GROUPS WILL BE ANALYZED BY DIFFERENT STATISTICAL METHODS. RESULTS OBTAINED FROM THE ANALYSES WILL BE COMPARED TO DETERMINE THE MOST EFFICIENT AND PRODUCTIVE EXPERIMENTAL STUDY DESIGN AND METHOD OF ANALYSIS. THESE WILL PROVIDE A BASIS FOR FUTURE SYSTEMATIC STUDIES OF CREATIVE PROBLEM SOLVING. (AL)

EP 010 909

24

A STUDY OF THE RESPONSE OF CINCINNATI VOTERS TO A REDUCTION IN ELEMENTARY AND SECONDARY SCHOOL SERVICES.

INVESTIGATOR- DILLINGHAM, HARRY C.
CINCINNATI UNIV., OHIO

BUREAU NUMBER BR-7-E-161

PROP DATE 13 APR 67

GRANT OEG-1-7-070161-0011

DESCRIPTORS- *CHANGING ATTITUDES, *COMMUNITY ATTITUDES, *SCHOOL SERVICES, *SCHOOL SUPPORT, *VOTING, ADMINISTRATOR GUIDES, BEHAVIOR PATTERNS, CINCINNATI, FACTOR ANALYSIS, OPINIONS, SCHOOL FUNDS, SCHOOL TAXES,

START DATE 06-15-67

END DATE 05-31-68

THE RESPONSE OF VOTERS TO ANTICIPATED SCHOOL SERVICE REDUCTION WILL BE ASSESSED. SPECIFICALLY, THE EFFECTS OF THE CINCINNATI SCHOOL BOARD'S ANNOUNCEMENT TO REDUCE SUMMER SCHOOL ENROLLMENTS BY 75 PERCENT AND TO ABOLISH INTERSCHOLASTIC ATHLETICS, KINDERGARTENS, NIGHT SCHOOL, ADULT EDUCATION, THE HEAD START PROGRAM, AND DRIVER EDUCATION AS A RESULT OF THE FAILURE OF TWO SCHOOL LEVIES WILL BE STUDIED TO DETERMINE WHICH FACTORS CRYSTALLIZED OR CHANGED ATTITUDES AND VOTING INTENTIONS. DATA ON 400 RESIDENTS WILL BE OBTAINED FROM THE VOTER REGISTRATION FILES TO DETERMINE IN WHICH OF THE PAST THREE ELECTIONS THE INDIVIDUAL VOTED. A FOLLOWUP CHECK WILL ALSO BE MADE TO DETERMINE IF THE INDIVIDUAL VOTED IN THE NOVEMBER 5, 1967 ELECTION. PROFESSIONAL INTERVIEWERS WILL USE A VARIETY OF QUESTIONING METHODS TO STUDY VOTING ATTITUDES, INTENTIONS, RESIDENCE AND SOCIAL CHARACTERISTICS, ATTITUDES TOWARD SCHOOL SERVICE REDUCTIONS, ANTICIPATED EFFECTS ON FAMILY MEMBERS, AND INVOLVEMENT IN VOLUNTARY SUBSCRIPTION EFFORTS. THE DATA GATHERED WILL BE USED TO DETERMINE IF ANTICIPATION OF THE SCHOOL SERVICE CUTBACKS HAS (1) INCREASED VOTER REGISTRATION, (2) ACTIVATED REGISTERED VOTERS WHO DID NOT VOTE IN THE LAST ELECTION TO VOTE IN THE FOLLOWING ELECTION, (3) CHANGED THE WAY A PERSON VOTED, AND (4) CRYSTALLIZED PREVIOUSLY HELD VOTING POSITIONS. SOME COMPARISONS WILL BE MADE BETWEEN THE ATTITUDES OF CITIZENS OF CINCINNATI AND OF DETROIT BY USING THE RESULTS OF A RECENT STUDY CONDUCTED IN DETROIT. (AL)

EP 010 910

24

A COMPARATIVE STUDY OF PROBLEM SOLVING PROCESSES RELATIVE TO THE MODELS DEVELOPED BY JEAN PIAGET AND LOYOLA UNIVERSITY.

INVESTIGATOR- ERDMANN, JAMES B.

LOYOLA UNIV., CHICAGO, ILL.

BUREAU NUMBER BR-7-E-192

PROP DATE APR 67

GRANT OEG-D-8-000192-1837

DESCRIPTORS- *COMPARATIVE ANALYSIS, *PROBLEM SETS, *PROBLEM

SOLVING, *TEACHING TECHNIQUES, *THOUGHT PROCESSES, CHICAGO, MEASUREMENT TECHNIQUES, PIAGET, PSYCHOMETRICS, ZURICH,

START DATE 09-01-67

END DATE 08-31-68

THE RESULTS OF USING A TECHNIQUE DEVELOPED AT THE LOYOLA PSYCHOMETRIC LABORATORY FOR ASSESSING THE PROBLEM-SOLVING PROCESS WILL BE COMPARED WITH THE RESULTS OBTAINED FROM PROBLEMS DEVELOPED BY JEAN PIAGET FOR A SIMILAR PURPOSE. DATA ARE AVAILABLE FOR 200 STUDENTS BETWEEN THE AGES OF 13 AND 17 ON THEIR PERFORMANCE ON (1) PIAGET'S PROBLEMS, (2) A STANDARD TEST OF ABILITY, AND (3) REGULAR SCHOLASTIC WORK. THIS SAME GROUP OF STUDENTS WILL BE TESTED USING THE LOYOLA-DEVELOPED TECHNIQUE WHICH CONSISTS OF APPROXIMATELY 12 PROBLEMS REPRESENTING THREE LEVELS OF LOGICAL COMPLEXITY AND FOUR LANGUAGES (MODES OF PRESENTATION). THE RESULTS OBTAINED BY THESE METHODS OF EVALUATING THE THINKING PROCESS IN PROBLEM SOLVING WILL BE COMPARED. THE INVESTIGATOR VIEWS THE COMPARISON AS QUITE IMPORTANT BECAUSE OF APPARENTLY SIMILAR RESULTS OBTAINED WITH THE TWO METHODS, ALTHOUGH THEY WERE DEVELOPED FROM QUITE DIFFERENT THEORETICAL AND METHODOLOGICAL BACKGROUNDS. THE RELATIONSHIPS OF THE FINDINGS ON BOTH APPROACHES TO ABILITY AND ACHIEVEMENT ARE EXPECTED TO MAKE POSSIBLE A CROSS-CULTURAL STUDY OF COMPARING RESULTS OBTAINED FROM A SWISS SAMPLE WITH RESULTS OBTAINED FROM A COMPARABLE SAMPLE FROM THE CHICAGO AREA. THE RESEARCH IS ALSO EXPECTED TO AID IN THE CHARACTERIZATION OF THE THINKING PROCESS IN PROBLEM-SOLVING SITUATIONS AND SHOULD PROVE VALUABLE IN DETERMINING THE OPTIMAL WAYS TO PRESENT PROBLEMS AND IN EVALUATING THE USABILITY OF THE LOYOLA TECHNIQUE AS A TRAINING DEVICE. (AL)

EP 010 911

24

TWO TECHNIQUES FOR TEACHING SCIENTIFIC METHOD IN INTRODUCTORY PSYCHOLOGY LABORATORIES--PHASE I, DEVELOPMENT OF THE EVALUATION INSTRUMENTS.

INVESTIGATOR- GROHSMeyer, FREDERICK JOHNSON, RICHARD
EARLHAM COLL., RICHMOND, IND.

BUREAU NUMBER BR-7-E-194

PROP DATE 67

GRANT OEG-D-8-00194-1809

DESCRIPTORS- *LABORATORIES, *PSYCHOLOGY, *SCIENTIFIC METHODOLOGY, *STUDENT EVALUATION, *TEACHING TECHNIQUES, COMPARATIVE ANALYSIS, MEASUREMENT INSTRUMENTS, MEASUREMENT TECHNIQUES, RICHMOND, TEST CONSTRUCTION,

START DATE 10-01-67

END DATE 05-31-68

STUDENT ATTITUDE CHANGE AND THE LEARNING OF A GENERALIZABLE SCIENTIFIC METHOD WILL BE STUDIED IN TWO DIFFERENT, INTRODUCTORY, COLLEGE PSYCHOLOGY LABORATORY SETTINGS. TWO SEQUENCES OF TEACHING THE SCIENTIFIC METHOD WILL BE USED, AND EACH WILL BE FOLLOWED BY VIDEO TAPING TO ALLOW ANALYSIS OF INFORMATION TRANSFER AND SOCIAL INTERACTIONS. A REDUCTION-OF-GUIDANCE, OR CUE-FADING, PROCEDURE WILL BE COMPARED WITH A TECHNIQUE EMPHASIZING REPETITIVE ANALYSIS AND PRACTICE ON ASPECTS OF THE SCIENTIFIC METHOD. EVALUATION OF THE OUTCOMES WILL BE MADE IN RELATION TO (1) GRADES IN THE COURSE, (2) ABILITY TO HANDLE THE LAST LABORATORY PROBLEM (WHICH WILL BE THE SAME IN BOTH GROUPS), (3) SCORES ON A SPECIALLY DEVELOPED CRITERION TEST, (4) STUDENT EVALUATIONS OF THE COURSE, (5) AND A SEMANTIC

DIFFERENTIAL TEST ON STUDENT ATTITUDES. IN ADDITION, RESULTS OF THE VARIOUS KINDS OF LABORATORY EXPERIENCE WILL BE STUDIED IN RELATION TO SUCH INDIVIDUAL VARIABLES AS COLLEGE MAJORS, GRADE POINT AVERAGES, AND PROFESSIONAL PLANS, TO DETERMINE HOW THESE VARIABLES INTERACT WITH THE VARIOUS KINDS OF LABORATORY EXPERIENCE TO PRODUCE DIFFERENT KINDS OF OUTCOMES. (GD)

EP 010 912

08

DEVELOPMENT AND EVALUATION OF EDUCATIONAL PROGRAMS IN BIO-MEDICAL EQUIPMENT TECHNOLOGY.

INVESTIGATOR- DUGGER, ROY H. GARVEY, EDMUND

TECHNICAL EDUCATION RESEARCH CTR., WACO, TEX.

BUREAU NUMBER BR-7-0973

PROP DATE 22 MAR 67

GRANT OEG-D-8-000973-1873

DESCRIPTORS- *ASSOCIATE DEGREE, *BIOMEDICAL EQUIPMENT, *DISADVANTAGED YOUTH, *PROGRAM DEVELOPMENT, *TECHNICAL EDUCATION, BIOLOGICAL SCIENCES, CURRICULUM DEVELOPMENT, INSTRUCTIONAL MATERIALS, INSTRUCTIONAL TECHNOLOGY, MASSACHUSETTS, POST SECONDARY EDUCATION, PROGRAM EVALUATION, SPRINGFIELD, TEXAS, WACO,

START DATE 07-01-67

END DATE 10-31-70

IN PHASE II OF AN OVERALL PROGRAM OF OCCUPATIONAL RESEARCH IN BIOMEDICAL EQUIPMENT TECHNOLOGY, A 2-YEAR, ASSOCIATE-DEGREE TYPE CURRICULUM FOR BIOMEDICAL EQUIPMENT TECHNICIANS WILL BE DEVELOPED, TESTED, AND EVALUATED IN TWO PILOT SCHOOLS. ADDITIONAL OBJECTIVES WILL BE (1) TO STUDY THE USE OF PORTIONS OF THIS CURRICULUM IN THE DEVELOPMENT OF PROGRAMS OF LESS THAN 2 YEARS DURATION, (2) TO INVESTIGATE MEANS FOR MATCHING SUCH PROGRAMS TO THE SPECIAL NEEDS OF DISADVANTAGED YOUTH, AND (3) TO DEVELOP AND EVALUATE NEW TECHNIQUES FOR SYSTEMATIC CURRICULUM DEVELOPMENT FOR TECHNICALLY ORIENTED OCCUPATIONS. GROUPS OF 20 STUDENTS EACH WILL BE INTRODUCED TO THE CURRICULUM EACH SEMESTER, AND FOR EACH SUCCEEDING SEMESTER A MODIFIED CURRICULUM WILL BE PRESENTED. THIS PHASE OF THE PROGRAM WILL RESULT IN A COMPLETE SET OF CURRICULUM MATERIALS WHICH, AFTER FURTHER REFINEMENT AND ADAPTATION IN PHASE III, WILL FORM A BASIS FOR THE ESTABLISHMENT OF EDUCATIONAL PROGRAMS IN BIOMEDICAL EQUIPMENT TECHNOLOGY AT NUMEROUS INSTITUTIONS. (GD)

EP 010 913

08

THE EFFICACY OF HOME ECONOMICS COURSES DESIGNED TO PREPARE DISADVANTAGED PUPILS FOR THEIR HOMEMAKER FAMILY MEMBER ROLE AND THE DUAL ROLES OF HOMEMAKER AND WAGE EARNER-PART A.

INVESTIGATOR- LOWE, PHYLLIS K.

PURDUE UNIV., LAFAYETTE, IND.

BUREAU NUMBER BR-7-0006

PROP DATE 26 MAY 66

GRANT OEG-D-8-00006-1776-085

DESCRIPTORS- *DISADVANTAGED YOUTH, *ECONOMICALLY DISADVANTAGED, *FAMILY LIFE, *HOME ECONOMICS EDUCATION, *INTEGRATED CURRICULUM, *JOB SKILLS, *WORKSHOPS, CURRICULUM DEVELOPMENT, CURRICULUM EVALUATION, DROPOUT PREVENTION, HIGH SCHOOL STUDENTS, HOMEMAKING EDUCATION, INSTRUCTIONAL INNOVATION, LAFAYETTE, PILOT PROJECTS,

START DATE 09-01-67

END DATE 08-31-70

THIS PROJECT IS ONE PART OF A THREE-PART COOPERATIVE STUDY TO BE CONDUCTED BY THREE PRINCIPAL INVESTIGATORS, ONE EACH FROM CORNELL, OHIO STATE, AND PURDUE UNIVERSITIES. THIS STUDY WILL INVESTIGATE THE IMPACT THAT CAN BE MADE ON POVERTY BY TWO NEWLY DESIGNED COURSES FOR DISADVANTAGED STUDENTS. ONE COURSE WILL PREPARE STUDENTS FOR THEIR ROLES AS HOMEMAKERS AND FAMILY MEMBERS IN A CHANGING SOCIETY. THE OTHER COURSE WILL PREPARE STUDENTS FOR THE DUAL ROLES OF HOMEMAKER AND WAGE-EARNER IN OCCUPATIONS USING HOME ECONOMICS KNOWLEDGE AND SKILLS. EACH UNIVERSITY WILL CONDUCT STUDIES IN COOPERATING HIGH SCHOOLS OF URBAN AREAS WHICH ENROLL LARGE PROPORTIONS OF SOCIOECONOMICALLY DISADVANTAGED STUDENTS. A TOTAL OF 12 EXPERIMENTAL AND NINE CONTROL GROUPS WILL BE USED. SIX VARIATIONS OF PRESENTING THE EXPERIMENTAL COURSES ARE PLANNED TO EVALUATE THE EFFECTIVENESS OF USING THE SERVICES OF SOCIAL AND EDUCATIONAL AGENCIES AND THE EFFECTIVENESS OF THE USE OF THE TEACHING MATERIALS BY TEACHERS WHO HAVE NOT PARTICIPATED IN THE PRODUCTION OF THE MATERIALS OR HAVE NOT BEEN TRAINED IN THEIR USE. CORNELL AND OHIO STATE WILL EACH TEST HALF OF THE VARIATIONS, AND PURDUE WILL TEST ALL SIX TO PROVIDE REPLICATION. EVALUATIVE INSTRUMENTS WILL BE SELECTED OR DEVELOPED AT CORNELL. PURDUE WILL PROVIDE THE WORKSHOPS FOR TRAINING THE PARTICIPATING TEACHERS AND FOR DEVELOPING THE COURSE MATERIALS. ANALYSIS OF THE COMBINED DATA WILL BE MADE AT OHIO STATE. RELATED PROJECTS ARE EP 010 902 AND EP 010 903. (AL)

EP 010 914

24

A CONFERENCE ON RESEARCH AND INSTRUCTIONAL DEVELOPMENT IN SPEECH-COMMUNICATION.

INVESTIGATOR- DIETRICH, JOHN E.

SPEECH ASSN. OF AMERICA, NEW YORK, N.Y.

BUREAU NUMBER BR-7-0193

PROP DATE 15 AUG 65

CONTRACT OEC-4-7-070193-3157

DESCRIPTORS- *COMMUNICATION (THOUGHT TRANSFER), *CONFERENCES, *CURRICULUM PLANNING, *ORAL COMMUNICATION, *SPEECH, EDUCATIONAL RESEARCH, INNOVATION, INTERDISCIPLINARY APPROACH, NEW YORK CITY,

START DATE 04-07-67

END DATE 07-08-68

IN AN EFFORT TO STIMULATE PROGRAMS THAT WOULD CONTRIBUTE NEW KNOWLEDGE ABOUT SPEECH-COMMUNICATION AND LEAD TO THE DEVELOPMENT OF EFFECTIVE CURRICULUMS IN THIS INTERDISCIPLINARY FIELD, A RESEARCH AND INSTRUCTIONAL DEVELOPMENT CONFERENCE WILL BE HELD. SPEECH-COMMUNICATION IS A DIVERSE FIELD CONCERNED WITH MANY DISCIPLINES, RANGING FROM SCIENTIFIC INVESTIGATIONS OF THE ETIOLOGY OF COMMUNICATIVE DISORDERS TO HUMANISTIC STUDIES IN THE HISTORY AND THEORY OF THE PLATFORM AND THEATER. PRIOR TO CONVENING THE CONFERENCE, A PRELIMINARY INTERDISCIPLINARY COLLOQUIUM WILL BE HELD TO REASSESS SPEECH-COMMUNICATION NEEDS. ITS FINDINGS WILL BE A PRIMARY FOCUS OF THE CONFERENCE. THE CONFERENCE, ITSELF, WILL BE PLANNED AND CONDUCTED TO (1) APPRAISE THE EXTENT, KIND, QUALITY, AND SOCIETAL RELEVANCE OF RESEARCH BEING CONDUCTED IN SPEECH, (2) GENERATE NEW RESEARCH HYPOTHESES APPROPRIATE TO THE STUDY OF SPEECH-COMMUNICATION IN MODERN SOCIETY, (3) EXAMINE THE IMPLICATIONS OF THESE HYPOTHESES FOR THE DEVELOPMENT OF WORKABLE INSTRUCTIONAL PROGRAMS, AND (4) DISSEMINATE APPROPRIATE FINDINGS WITHIN THE SCIENTIFIC AND EDUCATIONAL COMMUNITIES. (JH)

EP 010 915

48

CONTRASTIVE ANALYSIS OF CULTURAL DIFFERENCES WHICH INHIBIT COMMUNICATION BETWEEN AMERICANS AND COLUMBIANS.

INVESTIGATOR- GORDEN, RAYMOND L.
ANTIOCH COLL., YELLOW SPRINGS, OHIO
BUREAU NUMBER BR-7-0267
CONTRACT OEC-1-7-070267-3973

DESCRIPTORS- *COMMUNICATION PROBLEMS, *CULTURAL DIFFERENCES, *CULTURE CONFLICT, *LATIN AMERICAN CULTURE, *SOCIALIZATION, BOGOTA, COLUMBIA, COMMUNICATION (THOUGHT TRANSFER), COMPARATIVE ANALYSIS, INTERACTION, INTERCULTURAL PROGRAMS, PEACE CORPS, YELLOW SPRINGS,

START DATE 06-01-67

END DATE 05-31-68

A STUDY WILL BE MADE TO IDENTIFY AND DEFINE CONFLICTING CULTURAL PATTERNS WHICH ACT AS NONLINGUISTIC BARRIERS TO COMMUNICATION BETWEEN NORTH AMERICANS AND LATIN AMERICANS. SIGNIFICANT EFFORT WILL BE DEVOTED TO A FIELD STUDY IN BOGOTA, COLUMBIA, IN WHICH THE INTERACTION BETWEEN NORTH AMERICANS AND COLUMBIANS WILL BE OBSERVED BY A RESEARCH TEAM OF MEMBERS OF BOTH CULTURES. BY PARTICIPANT OBSERVATION, QUESTIONNAIRES, AND IN-DEPTH INTERVIEWS, THIS TEAM WILL ATTEMPT TO DISCOVER COLUMBIAN PATTERNS OF CULTURE, OTHER THAN LANGUAGE, WHICH DIFFER FROM NORTH AMERICAN PATTERNS IN SUCH A WAY AS TO INHIBIT CROSS-CULTURAL INTERPRETATION OF WORDS THAT ARE HEARD AND EVENTS THAT ARE OBSERVED. ONCE THESE PATTERNS ARE DISCOVERED, RELEVANT CONCEPTS AND DATA WILL BE CONVERTED INTO INSTRUCTIONAL UNITS AIMED AT BRIDGING THE EDUCATIONAL GAP BETWEEN "KNOWLEDGE ABOUT" AND SUCCESSFUL "PARTICIPATION IN" THE LATIN AMERICAN CULTURE. AN EFFORT WILL BE MADE TO CONNECT THE FIELD-STUDY DATA WITH RELEVANT HISTORICAL PERSPECTIVES AND SOCIAL SCIENCE CONCEPTS. (JH)

EP 010 916

08

TEACHER TRAINING INSTITUTE IN DENTAL ASSISTING.
INVESTIGATOR- ALEXANDER, L.C.
MARQUETTE UNIV., MILWAUKEE, WIS.
BUREAU NUMBER BR-7-0463
GRANT OEC-1-7-070463-3546

PROP DATE 30 OCT 66

DESCRIPTORS- *DEMONSTRATION PROGRAMS, *DENTAL ASSISTANTS, *INSTITUTES (TRAINING PROGRAMS), *TEACHER EDUCATION, *TEACHING QUALITY, MILWAUKEE, PARAMEDICAL OCCUPATIONS, PROGRAM PLANNING, SUMMER PROGRAM,

START DATE 06-01-67

END DATE 12-31-67

A SUMMER, VOCATIONAL, TEACHER TRAINING INSTITUTE IN DENTAL ASSISTING WILL BE CONDUCTED, OPEN TO PARTICIPANTS ON A NATIONWIDE BASIS. THE FOLLOWING OBJECTIVES SHOULD BE ACHIEVED--(1) IMPROVE THE QUALITY OF TEACHING AMONG EXISTING TEACHERS IN DENTAL ASSISTING, (2) INCREASE THE SUPPLY OF EFFECTIVE TEACHERS OF DENTAL ASSISTING BY PROVIDING PRACTICAL TRAINING AND LEARNING EXPERIENCES IN TEACHER EDUCATION, (3) PREPARE, USE, AND EVALUATE VIDEO TAPES OF SELECTED DEMONSTRATIONS THAT WOULD BE MADE AVAILABLE TO TEACHERS OF DENTAL ASSISTING PROGRAMS, AND (4) MAKE A CONTRIBUTION TO THE DEVELOPMENT OF GUIDELINES FOR THE DESIGN OF 1- AND 2-YEAR TEACHER EDUCATION PROGRAMS TO BE USED FOR THE TRAINING OF THE MAJOR WORK FORCE OF DENTAL ASSISTING TEACHERS NEEDED FOR

EXISTING PROGRAMS AND THE RAPIDLY EXPANDING NUMBER OF NEW PROGRAMS. THE INSTITUTE WILL LAST 4 WEEKS, AND ITS CURRICULUM WILL INCLUDE LECTURES, SEMINARS, DEMONSTRATIONS, STUDENT PARTICIPATION IN PRACTICE TEACHING AND LESSON PLANNING, USE OF INSTRUCTIONAL AIDS IN TEACHING, CONSULTATIVE SERVICES, AND FIELD EXPERIENCES. AN EVALUATION OF THE INSTITUTE ACTIVITIES WILL BE MADE. (JH)

EP 010 917

48

A STRUCTURAL DESCRIPTION OF THE PHONOLOGICAL SYSTEMS OF THE RUSSIAN DIALECTS.

INVESTIGATOR- STANKIEWICZ, EDWARD
CHICAGO UNIV., ILL.
BUREAU NUMBER BR-7-0656
CONTRACT OEC-0-8-000656-1798-D14

PROP DATE

67

DESCRIPTORS- *DIALECT STUDIES, *LANGUAGE RESEARCH, *PHONOLOGY, *RUSSIAN, *STRUCTURAL ANALYSIS, BIBLIOGRAPHIES, CHICAGO, LANGUAGE INSTRUCTION, LINGUISTICS, MORPHOPHONEMICS, PHONEMES, PHONETIC ANALYSIS, SLAVIC LANGUAGES, SPEECH, TEXTBOOKS,

START DATE 09-01-67

END DATE 11-30-68

A COMPREHENSIVE STRUCTURAL DESCRIPTION OF THE PHONOLOGICAL SYSTEMS OF THE RUSSIAN DIALECTS WILL BE PRODUCED BY ANALYZING PRIMARY MATERIALS GATHERED FROM BOTH RUSSIA AND THE UNITED STATES. THE STUDY WILL BE THE FIRST SURVEY OF RUSSIAN DIALECTOLOGY DONE IN ENGLISH. FINDINGS WILL BE PRESENTED IN BOOK FORM AND WILL INCLUDE A BIBLIOGRAPHY OF APPROXIMATELY 4,000 ITEMS, AS WELL AS A WIDE SAMPLING OF SELECTED ANALYTICAL TEXTS TO CONSTITUTE A CHRESTOMATHY OF RUSSIAN PHONOLOGY. (JH)

EP 010 918

56

DEVELOPMENT AND EVALUATION OF COMPUTER-ASSISTED INSTRUCTION FOR INSTRUMENTAL MUSIC.

INVESTIGATOR- DEIHL, NED C.
PENNSYLVANIA STATE UNIV., UNIVERSITY PARK
BUREAU NUMBER BR-7-0760
CONTRACT OEC-1-7-070760-5136

PROP DATE 30 DEC 66

DESCRIPTORS- *COMPUTER ASSISTED INSTRUCTION, *INSTRUCTIONAL TECHNOLOGY, *MUSIC EDUCATION, *PROGRAM DEVELOPMENT, *SKILL DEVELOPMENT, AUTOINSTRUCTIONAL AIDS, CONCEPT FORMATION, FEEDBACK, INDIVIDUALIZED PROGRAMS, LEARNING PROCESSES, MUSIC TECHNIQUES, PROGRAM EVALUATION, SEQUENTIAL APPROACH, UNIVERSITY PARK,

START DATE 06-28-67

END DATE 06-27-70

A COMPUTER-ASSISTED TECHNIQUE FOR INSTRUCTION IN CERTAIN INSTRUMENTAL MUSIC SKILLS AND CONCEPTS WILL BE DEVELOPED. THIS TECHNIQUE WILL EMPLOY AURAL MODELS AND PROGRAMING PRINCIPLES TO (1) DEVELOP AN EFFICIENT METHOD FOR INDIVIDUAL PRACTICE, (2) PROVIDE INSTRUCTORS WITH SPECIALIZED, SEQUENCED INSTRUCTION, (3) DETERMINE THE POTENTIAL OF THE TECHNIQUE FOR CERTAIN PERFORMANCE SKILLS AND CONCEPTS, AND (4) PROVIDE AN EXPLORATORY FRAMEWORK FOR AN ANALYSIS OF MUSICAL LEARNING. THE PRESENT PROGRAM WILL BE LIMITED TO ARTICULATION AND PHRASING IN CLARINET PERFORMANCE SHORT SEGMENTS OF MUSIC WILL BE TAPED AND PRERECORDED IN THE PROGRAM. THESE MODELS MAY BE

USED TO "PROMPT" (PRECEDE) AND "CONFIRM" (FOLLOW) THE VERSION TO BE RECORDED BY THE STUDENT. THE DIRECT, IMMEDIATE AURAL COMPARISON BY THE STUDENT WOULD SERVE AS FEEDBACK. IN ADDITION TO TAPING SEGMENTS AND COMPARING THESE WITH MODELS, THE STUDENT WILL BE ASKED PROGRAMED QUESTIONS INCORPORATING DIAGNOSTIC AND JUDGMENT PROCEDURES. (GD)

EP 010 919

48

USING PROGRAMMED FOREIGN LANGUAGE COURSES IN SECONDARY SCHOOL WITH SPECIALLY TRAINED TEACHERS.
INVESTIGATOR- CLARK, WILLIAM H.
ROCHESTER UNIV., N.Y.
BUREAU NUMBER BR-7-0794
CONTRACT OEC-1-7-070794-5066

PROP DATE FEB 67

DESCRIPTORS- #INSTRUCTIONAL TECHNOLOGY, #LANGUAGE INSTRUCTION, #PROGRAM ATTITUDES, #PROGRAM EVALUATION, #PROGRAMED INSTRUCTION, GERMAN, ROCHESTER, SECONDARY SCHOOLS, SPANISH, STUDENT ATTITUDES, TEACHER IMPROVEMENT,

START DATE 06-01-67

END DATE 09-30-68

A PILOT STUDY WILL BE CONDUCTED TO FACILITATE TRIAL USE OF PROGRAMED INSTRUCTION FOR TEACHING FOREIGN LANGUAGES TO SECONDARY STUDENTS. THE STUDY WILL EVALUATE THE USE OF PROGRAMED INSTRUCTION AS A MEANS OF SOLVING STAFF SHORTAGES AND THE LEARNING PROBLEMS OF INDIVIDUAL STUDENTS. TEACHERS WILL BE TRAINED TO USE PROGRAMED INSTRUCTION BY ATTENDING A BASIC PROGRAMING COURSE AND THEN A SPECIALIZED WORKSHOP TO BE CONDUCTED DURING A 6-WEEK SUMMER SESSION. IN THE WORKSHOP, THE TEACHERS WILL STUDY THE SAME FIRST-LEVEL COURSES, IN EITHER SPANISH OR GERMAN, THAT WILL BE STUDIED BY TEACHER-SELECTED STUDENTS DURING THAT SAME SUMMER SESSION. AFTER THE SUMMER, THE STUDENTS WILL CONTINUE IN THE SECOND-LEVEL COURSE IN THEIR SCHOOLS ASSISTED BY THE SAME TEACHERS. QUESTIONNAIRES WILL BE ADMINISTERED BEFORE AND AFTER THE FIRST-LEVEL COURSES AND AT THE END OF THE SECOND-LEVEL COURSE TO DETERMINE STUDENT ATTITUDES TOWARD PROGRAMED INSTRUCTION. STANDARDIZED ACHIEVEMENT TESTS WILL BE ADMINISTERED TO STUDENTS AT THE END OF THE PROGRAMED COURSE. THE FINAL REPORT WILL CONCENTRATE ON THE QUESTION OF HOW WELL THE PROGRAMED MATERIALS PREPARED THE STUDENTS FOR THE SECOND-LEVEL COURSE. (AL)

EP 010 920

08

CALIFORNIA STATE VOCATIONAL EDUCATION RESEARCH COORDINATING UNIT.
INVESTIGATOR- EDINGTON, EVERETT D.
CALIFORNIA STATE DEPT. OF EDUCATION, SACRAMENTO
BUREAU NUMBER BR-7-0805
GRANT OEC-D-8-070805-0389

PROP DATE 01 MAR 67

DESCRIPTORS- #INFORMATION DISSEMINATION, #PROGRAM DEVELOPMENT, #PROGRAM EVALUATION, #RESEARCH COORDINATING UNITS, #VOCATIONAL EDUCATION, EDUCATIONAL RESEARCH, OCCUPATIONAL SURVEYS, SACRAMENTO,

START DATE 07-01-67

END DATE 12-31-68

CONTINUED SUPPORT OF THE COORDINATING UNIT FOR OCCUPATIONAL RESEARCH WILL BE GIVEN. THE UNIT HAS COORDINATED RESEARCH ACTIVITIES IN VOCATIONAL EDUCATION, STIMULATED

RESEARCH, PROVIDED LIAISON AMONG GOVERNMENTAL AND OTHER AGENCIES IN DEVELOPING ADEQUATE RESEARCH PROGRAMS, ESTABLISHED A CENTRALIZED RESEARCH CENTER FOR THE DISSEMINATION OF RESEARCH FINDINGS, AND AIDED IN THE DEVELOPMENT OF A STATEWIDE PLAN FOR RESEARCH AND EVALUATION OF VOCATIONAL EDUCATION. AN EVALUATION COMMITTEE WILL BE ORGANIZED TO ASSESS THE EFFECTIVENESS OF THE RESEARCH COORDINATING UNIT DURING THE 18-MONTH CONTINUATION PERIOD IN RESPECT TO GOALS, POLICIES, ADMINISTRATIVE ORGANIZATION, PROJECTIONS, AND GENERAL AND SPECIFIC CHANGES ATTEMPTED. (GD)

EP 010 921

52

AN EDUCATIONAL RESOURCES INFORMATION CENTER CLEARINGHOUSE FOR LIBRARY AND INFORMATION SCIENCES.
INVESTIGATOR- SIMONTON, WESLEY
MINNESOTA UNIV., MINNEAPOLIS
BUREAU NUMBER BR-7-0866
CONTRACT OEC-1-7-C70866-4573

PROP DATE 27 FEB 67

DESCRIPTORS- #CLEARINGHOUSES, #EDUCATIONAL RESOURCES, #INFORMATION PROCESSING, #LIBRARY SCIENCE, #PROGRAM EVALUATION, ERIC, INFORMATION DISSEMINATION, INFORMATION RETRIEVAL, INFORMATION STORAGE, INFORMATION SYSTEMS, MINNEAPOLIS, THESAURI,

START DATE 06-22-67

END DATE 12-31-68

AN EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) CLEARINGHOUSE WILL BE ESTABLISHED FOR ACQUIRING AND DISSEMINATING RESEARCH AND RESEARCH-RELATED MATERIALS PERTAINING TO LIBRARIES AND INFORMATION CENTERS. THE CLEARINGHOUSE WILL PROVIDE SERVICES TO ACQUIRE, PROCESS, STORE, RETRIEVE, AND DISSEMINATE APPROPRIATE MATERIALS. IN ADDITION, THE CLEARINGHOUSE WILL ASSIST CENTRAL ERIC IN DEVELOPING AN EDUCATIONAL THESAURUS AND WILL DEVELOP MEANS TO TEST AND EVALUATE THE EFFECTIVENESS OF THE CLEARINGHOUSE OPERATIONS. (GD)

EP 010 922

64

ERIC CLEARINGHOUSE FOR EDUCATIONAL MEDIA AND TECHNOLOGY.
INVESTIGATOR- SCHRAMM, WILBUR
STANFORD UNIV., CALIF., INST. FOR COMMUNIC. RES.
BUREAU NUMBER BR-7-0873
CONTRACT OEC-1-7-070873-4581

PROP DATE 28 FEB 67

DESCRIPTORS- #CLEARINGHOUSES, #EDUCATIONAL RESOURCES, #INFORMATION PROCESSING, #INSTRUCTIONAL MATERIALS, #INSTRUCTIONAL TECHNOLOGY, ABSTRACTING, DATA ANALYSIS, DATA COLLECTION, DATA PROCESSING, ERIC, INDEXING, INFORMATION DISSEMINATION, INFORMATION SYSTEMS, INFORMATION UTILIZATION, PROGRAM EVALUATION, STANFORD, THESAURI,

START DATE 06-28-67

END DATE 06-27-70

A SPECIALIZED CLEARINGHOUSE FOR RESEARCH AND RESEARCH-RELATED INFORMATION IN THE FIELD OF EDUCATIONAL MEDIA AND TECHNOLOGY WILL BE ESTABLISHED AND MADE OPERATIONAL IN COOPERATION WITH THE "ERIC" PROGRAM. IN ACCORDANCE WITH REQUIREMENTS SET FORTH BY THE U.S. OFFICE OF EDUCATION, THE CLEARINGHOUSE WILL (1) PROVIDE SERVICES TO ACQUIRE, PROCESS, STORE, RETRIEVE, AND DISSEMINATE MATERIALS IN THE DESIGNATED SUBJECT FIELD, (2) ASSIST IN DEVELOPING AN EDUCATIONAL

THESAURUS, AND (3) PROVIDE FOR EVALUATION OF OPERATIONAL EFFECTIVENESS. OTHER ACTIVITIES OF THE CLEARINGHOUSE WILL INCLUDE (1) ESTABLISHING AND MAINTAINING A FILE AND INDEX OF DOCUMENT ABSTRACTS IN HARD COPIES SUITABLE FOR PHOTOREPRODUCTION AND IN MACHINE-READABLE FORM, SUPPORTED WHERE POSSIBLE BY THE ORIGINAL DOCUMENTS, (2) ARRANGING FOR AND PRODUCING A SERIES OF EVALUATIVE AND INTERPRETATIVE PAPERS ON THE STATE OF KNOWLEDGE AND RESEARCH IN VARIOUS PARTS OF THE SUBJECT FIELD, AND (3) STUDYING THE INFORMATION NEEDS AND HABITS OF POTENTIAL USERS OF THE CLEARINGHOUSE MATERIALS AND THE EXTENT TO WHICH THESE NEEDS ARE MET. ALL CLEARINGHOUSE ACTIVITIES WILL BE RUN SIMULTANEOUSLY, BUT THE EMPHASES PLACED AMONG THEM WILL VARY FROM YEAR TO YEAR. (JH)

EP 010 923

24

A DOUBLE PRACTICUM IN ELEMENTARY ENGLISH.
INVESTIGATOR- OLSON, PAUL A.
NEBRASKA UNIV., LINCOLN
BUREAU NUMBER BR-7-0909
GRANT OEG-3-7-000220-3092

PROF DATE 67

DESCRIPTORS- #ELEMENTARY EDUCATION, #ELEMENTARY SCHOOL TEACHERS, #ENGLISH INSTRUCTION, #INSTITUTES (TRAINING PROGRAMS), #TEACHER EDUCATORS, COGNITIVE PROCESSES, COLLEGE TEACHERS, COMPOSITION (LITERARY), CURRICULUM DEVELOPMENT, INSTITUTE TYPE COURSES, LANGUAGE, LINCOLN, PSYCHOLINGUISTICS, READING, SCHOOL ORGANIZATION, TEACHER EDUCATION, TEACHER IMPROVEMENT,

START DATE 03-10-67

END DATE 08-31-70

AN ELEMENTARY ENGLISH DOUBLE PRACTICUM WILL BE CREATED TO AID IN THE SHAPING OF CURRICULUM AND SCHOOL ORGANIZATION, TEACHER TRAINING, AND PROFESSIONAL STANDARDS, AND TO DEVELOP A SENSE OF SCHOLARLY PROFESSION IN THE ELEMENTARY SCHOOLS. THE DOUBLE PRACTICUM WILL BRING SCHOLARS WHO HAVE THE RESPONSIBILITY FOR TEACHING TEACHERS INTO THE PRESENCE OF TEACHERS WHO ARE PRESENTLY LEARNING THE SUBJECT, WORKING OUT PATTERNS FOR REPRESENTING IT COHERENTLY TO CHILDREN, AND PRESENTING IT TO CHILDREN. THE AREAS OF COGNITIVE THEORY AND CURRICULUM DEVELOPMENT, LANGUAGE THEORY, GENRE THEORY (FORMS OF LITERATURE), DESCRIPTIVE RHETORIC (COMPOSITION), AND READING WILL BE PRESENTED TO 13 COLLEGE AND 13 ELEMENTARY SCHOOL PEOPLE IN AN EFFORT TO PURSUE RESEARCH, DEVELOP CURRICULUM BUILDING TECHNIQUES, AND CONSTRUCT AND IMPLEMENT TRAINING PROGRAMS. THE ELEMENTARY TEACHERS WILL TAKE FIVE BASIC COURSES EACH SEMESTER FOR TWO SEMESTERS, WITH TWO MORE COURSES TAKEN IN THE SUMMER. THE COLLEGE PEOPLE WILL BE ALLOWED TO TAKE EITHER A CONVENTIONAL UNIVERSITY PROGRAM OR A REGULAR "NDEA" YEAR-LONG INSTITUTE COURSE. IN ADDITION, EACH COLLEGE PERSON WILL PARTICIPATE IN SMALL RESEARCH-DISCUSSION COURSES IN THE FIVE AREAS TAKEN BY THE ELEMENTARY TEACHERS. THE DOUBLE PRACTICUM STAFF WILL MAINTAIN AN ENVIRONMENT WHERE MUTUAL AND CONTINUING DISCUSSIONS BETWEEN THE COLLEGE AND ELEMENTARY TEACHERS CAN TAKE PLACE. (GD)

EP 010 924

24

TRI-UNIVERSITY PROJECT IN ELEMENTARY EDUCATION (SOCIAL SCIENCE).
INVESTIGATOR- BACON, PHILLIP JAROLINEK, JOHN
WASHINGTON UNIV., SEATTLE
BUREAU NUMBER BR-7-0908

PROF DATE 67

GRANT OEG-4-7-000200-3091

DESCRIPTORS- #ELEMENTARY EDUCATION, #ELEMENTARY SCHOOL TEACHERS, #INSTITUTES (TRAINING PROGRAMS), #SOCIAL SCIENCES, #TEACHER EDUCATORS, COLLEGE TEACHERS, CURRICULUM DEVELOPMENT, INSTITUTE TYPE COURSES, SCHOOL ORGANIZATION, SEATTLE, SOCIAL STUDIES, TEACHER EDUCATION, TRI UNIVERSITY PROJECT,

START DATE 03-10-67

END DATE 08-31-70

A YEAR-LONG PROGRAM FOR COLLEGE TRAINERS OF ELEMENTARY TEACHERS WILL BE RUN CONCURRENTLY WITH AN INSTITUTE FOR ELEMENTARY TEACHERS. THIS DUAL PROGRAM WILL REPRESENT THE SOCIAL SCIENCE PORTION OF THE TRI-UNIVERSITY PROJECT IN ELEMENTARY EDUCATION. THE PROGRAMS FOR THE 12 COLLEGE TRAINERS OF TEACHERS AND FOR THE 12 ELEMENTARY TEACHER PARTICIPANTS INCLUDE WORK IN (1) THE SOCIAL SCIENCE DISCIPLINES, (2) THE METHODOLOGY, CURRICULUM, AND RESEARCH OF SOCIAL STUDIES EDUCATION, AND (3) PRACTICAL FIELD WORK IN TWO COOPERATING PUBLIC SCHOOLS. ALTHOUGH CLOSELY RELATED, THE TWO PROGRAMS ARE DIFFERENTIATED BECAUSE OF THE DIFFERENT NEEDS OF THE TWO GROUPS, AND AS A RESULT, ARE GIVEN DIFFERENT COURSE MODULES. NEVERTHELESS, THE PROGRAMS FOR THE TWO GROUPS CLOSELY PARALLEL EACH OTHER AND ARE COORDINATED TO ENSURE MAXIMUM INTERACTION BETWEEN THE COLLEGE TRAINERS OF TEACHERS, THE ELEMENTARY TEACHER PARTICIPANTS, AND THE PUBLIC SCHOOLS. (GD)

EP 010 925

32

A STUDY OF THE ORGANIZATION AND SEARCH OF BIBLIOGRAPHIC HOLDINGS RECORDS IN ON-LINE COMPUTER SYSTEMS.
INVESTIGATOR- MARON, N.E.
CALIFORNIA UNIV., BERKELEY
BUREAU NUMBER BR-7-1083
CONTRACT OEC-1-7-071073-5068

PROF DATE 67

DESCRIPTORS- #COMPUTER ORIENTED PROGRAMS, #DATA PROCESSING, #INFORMATION SYSTEMS, #LIBRARIES, #LIBRARY FACILITIES, BERKELEY, DATA COLLECTION, INFORMATION RETRIEVAL,

START DATE 06-15-67

END DATE 06-30-68

THIS STUDY ON COMPUTER-BASED LIBRARY SYSTEMS WILL FOCUS UPON THE ORGANIZATION AND SEARCH OF LARGE RANDOM ACCESS FILES WITH TERMINAL-CONTROLLED INTERROGATION, AS THEY APPLY TO THE HANDLING OF BIBLIOGRAPHIC HOLDINGS RECORDS. A MACHINE-FORM DATA BASE OF SIGNIFICANT SIZE (200,000) COMPOSED OF ROMAN ALPHABET MATERIALS OF GENERAL USEFULNESS TO THE RESEARCH LIBRARY WILL BE USED. THE FIRST PART OF THIS STUDY WILL INVOLVE THE DEVELOPMENT OF THE DATA BASE USING BOTH EXISTING MACHINE-FORM RECORDS AND ORIGINAL INPUT. IN THE SECOND PART, ORGANIZATION AND SEARCH TECHNIQUES IN AN ON-LINE SYSTEM WILL BE DEVELOPED AND IMPLEMENTED. INITIAL RESULTS OF THE STUDY, REPORTS, MACHINE-FORM RECORDS, PROGRAMS, AND OTHER MATERIALS OF THE PRELIMINARY STUDY WILL BE MADE GENERALLY AVAILABLE, AND A CONSULTANT ADVISORY PANEL WILL BE ESTABLISHED TO REVIEW THE PROJECT PLANS IN RELATION TO PROGRAMS AT OTHER INSTITUTIONS. (GD)

EP 010 926

24

TRI-UNIVERSITY PROJECT IN ELEMENTARY EDUCATION.
INVESTIGATOR- MANOLAKES, GEORGE GRIFFITHS, DANIEL

NEW YORK UNIV., N.Y.
BUREAU NUMBER BR-7-0977
GRANT OEC-1-7-000930-3093

PROP DATE 25 MAY 67

DESCRIPTORS- *BEHAVIORAL SCIENCE RESEARCH, *CURRICULUM DEVELOPMENT, *EDUCATIONAL STRATEGIES, *ELEMENTARY EDUCATION, *TEACHER EDUCATION, COLLEGE TEACHERS, ELEMENTARY SCHOOL SUPERVISORS, NEW YORK CITY, SEMINARS, TRAINING, TRI UNIVERSITY PROJECT,

START DATE 03-28-67

END DATE 08-31-70

A SERIES OF TRAINING PROGRAMS WILL BE HELD, FOCUSING ON THE APPLICABILITY OF THEORY AND RESEARCH IN BEHAVIORAL SCIENCES TO CLASSROOM INSTRUCTION. TRAINING WILL BE FOR TWO GROUPS OF PARTICIPANTS, COLLEGE INSTRUCTORS AND ELEMENTARY SCHOOL STAFF MEMBERS. THE PROJECT WILL BE ORGANIZED AROUND TWO MAJOR SEMINARS WHOSE ACTIVITIES WILL BE COORDINATED IN FIELD PRACTICUMS FOR APPLYING THEORETICAL CONSTRUCTS TO EXISTING STRUCTURES IN ELEMENTARY SCHOOL AND TEACHER EDUCATION PROGRAMS. IT IS HOPED THAT THE TRAINING PROGRAMS WILL (1) STRENGTHEN THE BACKGROUNDS OF THE PARTICIPANTS IN THE THEORY AND RESEARCH OF THE SUBSTANTIVE FIELDS COMPRISING THE BEHAVIORAL SCIENCES, AND (2) HELP THEM MAKE MORE REALISTIC AND EFFECTIVE ASSESSMENTS OF THE DYNAMICS OF ENGENDERING CURRICULUM CHANGE. PARTICIPANTS WILL BE FOLLOWED-UP, AND EVALUATIONS MADE. (JH)

EP 010 927

24

THE IMPLICATION OF SOCIAL AND ECONOMIC CHANGES FOR EDUCATIONAL POLICY IN THE NEXT TWO DECADES--A PILOT STUDY.

INVESTIGATOR- LECHT, LEONARD A.

NATIONAL PLANNING ASSN., WASHINGTON, D.C.

BUREAU NUMBER BR-7-0990

PROP DATE 03 APR 67

CONTRACT OEC-1-7-070990-4254

DESCRIPTORS- *ECONOMIC CLIMATE, *EDUCATIONAL PLANNING, *EDUCATIONAL POLICY, *EDUCATIONAL RESEARCH, *POLICY FORMATION, *SOCIAL CHANGE, DISTRICT OF COLUMBIA, EMPLOYMENT OPPORTUNITIES, LABOR MARKET, MANPOWER UTILIZATION, MODELS, PILOT PROJECTS, RESEARCH METHODOLOGY,

START DATE 06-01-67

END DATE 02-29-68

A PILOT STUDY WILL BE MADE OF THE CONSEQUENCES OF ANTICIPATED SOCIAL AND ECONOMIC CHANGES, DURING THE NEXT 20 YEARS, FOR DECISION MAKING IN EDUCATION. THE SPECIFIC CHANGES TO BE CONSIDERED WILL BE THOSE DEEMED PROBABLE IN MANPOWER REQUIREMENTS AND EMPLOYMENT OPPORTUNITIES. BY LIMITING THE STUDY'S FOCUS TO MANPOWER CONSIDERATIONS, A PILOT FOUNDATION WILL BE PROVIDED FOR APPRAISING THE OVERALL RELATIONSHIP BETWEEN SOCIAL AND ECONOMIC CHANGE AND EDUCATION. THE RESEARCH IN THE PILOT STUDY WILL BE CONCENTRATED ON THREE ASPECTS OF THE RELATIONSHIP BETWEEN THE LABOR MARKET AND THE EDUCATIONAL SYSTEM. THESE ASPECTS WILL BE (1) THE POTENTIAL IMPACTS OF LONG-TERM, RAPID TECHNOLOGICAL CHANGE, (2) SOCIAL AND EDUCATIONAL CHANGES FACILITATING THE GROWTH OF A LABOR SUPPLY IN PROBABLE "SHORTAGE" OCCUPATIONS, AND (3) THE SOCIAL BASIS FOR MEANINGFUL EDUCATION OF YOUNG PEOPLE IN CENTRAL CITY, LOW-INCOME AREAS. THE END PRODUCT OF THE PILOT STUDY WILL BE A REPORT TRANSLATING MANPOWER INFORMATION INTO RELEVANT IMPLICATIONS FOR ALTERNATIVE STRATEGIES IN THE

DESIGN OF EDUCATIONAL SYSTEMS, TOGETHER WITH A MODEL OF AN OPERATIONAL, EDUCATIONAL-POLICY RESEARCH CENTER WHICH WOULD INDICATE A PROPOSED ORGANIZATIONAL CONCEPT AND INFORMATION FLOW. THE STAFF OF THE PILOT STUDY WILL CONSIST OF AN INTERDISCIPLINARY GROUP, INCLUDING ECONOMISTS, EDUCATORS, SOCIOLOGISTS, AND CONSULTANTS WITH BACKGROUNDS RANGING FROM ART TO THE PRESIDENCY OF A NATIONAL LABOR UNION. (JH)

EP 010 928

24

INCOME AND INSTITUTION CHARACTERISTICS OF FEDERAL AID RECIPIENTS IN HIGHER EDUCATION.

INVESTIGATOR- SCHLEKAT, GEORGE A.

EDUCATIONAL TESTING SERVICE, PRINCETON, N.J.

BUREAU NUMBER BR-7-1076

PROP DATE 19 FEB 67

CONTRACT OEC-1-7-071076-4422

DESCRIPTORS- *COLLEGE STUDENTS, *FEDERAL AID, *FINANCIAL NEEDS, *FINANCIAL SUPPORT, *STATISTICAL SURVEYS, *STUDENT CHARACTERISTICS, ACADEMIC PERFORMANCE, EDUCATIONAL FINANCE, HIGHER EDUCATION, PRINCETON, SOCIOECONOMIC BACKGROUND, STATISTICAL DATA,

START DATE 06-16-67

END DATE 12-01-68

STUDENTS RECEIVING FINANCIAL AID, THEIR FINANCIAL NEED, AND THE FUNDS AVAILABLE TO ASSIST THEM WILL BE STUDIED. A SURVEY OF A RANDOM SAMPLE OF 2,800 APPLICANTS FOR STUDENT AID, SELECTED FROM THE FILES OF 14 REPRESENTATIVE PUBLIC AND PRIVATE INSTITUTIONS OF HIGHER EDUCATION, WILL BE USED TO DETERMINE AND REPORT, ON A NATIONAL BASIS, THE FOLLOWING INFORMATION--(1) THE SUFFICIENCY OF FINANCIAL AID FUNDS WHICH ARE AVAILABLE FOR ASSISTING COLLEGE STUDENTS, (2) THE SOURCES OF SUCH FUNDS, THAT IS, COLLEGE, BUSINESS, OR GOVERNMENT, AND (3) THE SOCIAL, ACADEMIC, AND ECONOMIC CHARACTERISTICS OF STUDENTS RECEIVING SUCH FUNDS. DESCRIPTIVE FREQUENCY DISTRIBUTIONS (INCLUDING PERCENTILES, MEANS, AND STANDARD DEVIATIONS) WILL BE PROVIDED FOR EACH OF SEVERAL DATA CLASSIFICATIONS. (JH)

EP 010 929

24

A STUDY OF HIGHER EDUCATION IN EAST GERMANY.

INVESTIGATOR- LECTERS, LYMAN H.

WASHINGTON UNIV., SEATTLE

BUREAU NUMBER BR-7-1086

PROP DATE 14 APR 67

CONTRACT OEC-1-7-071086-5147

DESCRIPTORS- *COMMUNISM, *EDUCATIONAL POLICY, *HIGHER EDUCATION, *LITERATURE REVIEWS, *UNIVERSITIES, EAST GERMANY, EDUCATIONAL PHILOSOPHY, GOVERNMENT ROLE, SEATTLE,

START DATE 06-30-67

END DATE 12-31-68

A DESCRIPTIVE SURVEY, ACCOMPANIED BY A CRITICAL ANALYSIS, WILL BE MADE OF EAST GERMAN HIGHER EDUCATION TO CLOSE A GAP IN THE KNOWLEDGE OF AMERICAN SCHOLARS ABOUT EAST GERMANY AND AN IMPORTANT EDUCATIONAL SYSTEM UNDER COMMUNIST DIRECTION AND CONTROL. THROUGH A COMPLETE SIFTING OF RELEVANT PUBLICATIONS AND OTHER DATA IN GERMAN AND ENGLISH, THE INVESTIGATOR WILL (1) EXAMINE THE EVOLUTION OF EAST GERMAN UNIVERSITIES SINCE WORLD WAR II, (2) ANALYZE THE ACCOMPLISHMENTS OF THESE INSTITUTIONS, AND (3) ANALYZE THEIR RELATIONSHIP TO THE STATE AND SOCIETY. PURELY HISTORICAL.

ASPECTS OF THE PICTURE WILL BE MINIMIZED IN THE ANALYSES IN FAVOR OF EMPHASIS ON THE LAST 5 YEARS. IN ADDITION, THE INVESTIGATOR WILL ATTEMPT TO DESCRIBE THE CHARACTER AND INNER WORKINGS OF EAST GERMAN UNIVERSITIES, AND TO RELATE THESE FEATURES TO THE INHERITED UNIVERSITY TRADITION AND TO THE SUPERIMPOSED COMMUNIST THEORY OF EDUCATION. TOWARD THE END OF THE PROJECT, THE INVESTIGATOR WILL VISIT WEST GERMANY AND WEST BERLIN TO SUPPLEMENT HIS DOCUMENTARY RESEARCH BY INTERVIEWS WITH PERSONS RECENTLY ACQUAINTED WITH EAST GERMAN UNIVERSITIES. THE RESULTS OF THE PROJECT WILL BE PUBLISHED IN A COMPREHENSIVE MANUSCRIPT. (JH)

EP 010 930

24

A STUDY OF PERFORMING ARTS PROGRAMS FOR THE DISADVANTAGED. INVESTIGATOR- BUSHNELL, DONALD
BROOKS FOUNDATION, SANTA BARBARA, CALIF.
BUREAU NUMBER BR-7-1104
CONTRACT OEC-D-8-D71104-1742

PROP DATE 26 APR 67

DESCRIPTORS- *DATA COLLECTION, *DISADVANTAGED YOUTH, *INSTRUCTIONAL AIDS, *RURAL EDUCATION, *TEACHING METHODS, *THEATRE ARTS, *URBAN EDUCATION, CREATIVE ACTIVITIES, CULTURALLY DISADVANTAGED, LITERATURE REVIEWS, RURAL YOUTH, SANTA BARBARA, TYPOLOGY, URBAN YOUTH,

START DATE 07-15-67

END DATE 03-14-68

PHASE 1 OF A TWO-PHASE STUDY WILL INVOLVE IDENTIFICATION AND EVALUATION OF PROGRAMS IN THE PERFORMING ARTS, BOTH WITHIN AND WITHOUT SCHOOL SETTINGS, THAT ARE DESIGNED FOR OR APPROPRIATE TO THE INSTRUCTION OF DISADVANTAGED YOUTH, AGES 5-10, IN URBAN AND RURAL COMMUNITIES. PROGRAMS ARE DEFINED AS THOSE INVOLVING ACTIVE PARTICIPATION IN DANCE, SINGING, MUSIC, DRAMA, MIME, AND FILM PRODUCTION AND WHICH MAY BE EITHER FORMAL AND DISCIPLINED OR IMPROMPTU IN NATURE. BY MEANS OF AN INTENSIVE LITERATURE SEARCH, PERSONAL INTERVIEWS, AND FIELD VISITATIONS, AN INFORMATION BASE ON PERFORMING ARTS WILL BE BUILT, AND A TYPOLOGY OF PERFORMING ARTS AND INSTRUCTIONAL METHODOLOGIES WILL THEN BE DEVELOPED. A MONOGRAPH WILL BE PREPARED IDENTIFYING AND DESCRIBING PERFORMING ARTS PROGRAMS AND TEACHING METHODOLOGIES THAT HOLD PROMISE FOR EDUCATION, PARTICULARLY IN RURAL AND INNER-CITY SCHOOLS WITH A HIGH POPULATION OF CULTURALLY DISADVANTAGED STUDENTS. THE MONOGRAPH WILL INCLUDE INFORMATION ABOUT COURSE MATERIALS AND GUIDES THAT MIGHT BE APPLICABLE BOTH TO THE ESTABLISHMENT OF PERFORMING ARTS PROGRAMS AND THE INTRODUCTION OF CREATIVE TECHNIQUES INTO EXISTING SCHOOL CURRICULUMS. (GD)

EP 010 931

24

COVERT ORAL BEHAVIOR DURING SILENT READING. INVESTIGATOR- MCGUIGAN, F. JOSEPH
HOLLINS COLL., VA.
BUREAU NUMBER BR-7-1106
GRANT OEC-D-8-DD1106-1877

PROP DATE 11 APR 67

DESCRIPTORS- *BEHAVIOR PATTERNS, *COVERT RESPONSE, *PSYCHOMETRICS, *SILENT READING, *TASK PERFORMANCE, HOLLINS, MEASUREMENT TECHNIQUES, PERFORMANCE FACTORS, READING SKILLS, RESPONSE MODE, THOUGHT PROCESSES,

START DATE 09-01-67

END DATE 08-31-69

AS PART OF THE BROAD RESEARCH EFFORT TO ASCERTAIN THE NATURE AND FUNCTION OF COVERT ORAL RESPONSES, INDIVIDUALS ENGAGED IN A WIDE VARIETY OF EDUCATIONAL TASKS WILL BE STUDIED TO DETERMINE IF SUCH COVERT BEHAVIOR FACILITATES OR INHIBITS THEIR READING PERFORMANCE. THE RESEARCH FINDINGS OF AN EARLIER STUDY (ED 003 312) ARE LISTED, AND THE SPECIFIC OBJECTIVES OF THIS STUDY ARE BASED ON EACH OF THE EIGHT SPECIFIC FINDINGS OF THE EARLIER REPORT. THE EIGHT OBJECTIVES OF THE PRESENT STUDY ARE DESIGNED TO DETERMINE IF COVERT RESPONSE IS ACTUALLY INVOLVED IN THE THOUGHT PROCESSES THAT OCCUR DURING SUCH ACTIVITIES AS READING AND WRITING OR IF IT IS AN INDIRECT CONCOMITANT MEASURE OF THESE PROCESSES. THE GENERAL STRATEGY IS TO VARY A NUMBER OF STIMULUS, TASK, AND ORGANISMIC VARIABLES AND TO STUDY THE ACCOMPANYING EFFECTS ON A VARIETY OF COVERT RESPONSE MEASURES. THE STUDY IS EXPECTED TO ADD TO THE UNDERSTANDING OF COVERT RESPONSE THROUGH THESE MEASUREMENTS OF COVERT BEHAVIOR AS A FUNCTION OF A VARIETY OF STIMULUS AND ORGANISMIC CONDITIONS. (GD)

EP 010 932

24

A STUDY OF EDUCATION IN CENTRAL AMERICA. INVESTIGATOR- WAGGONER, GEORGE R.
KANSAS UNIV., LAWRENCE
BUREAU NUMBER BR-7-1124
CONTRACT OEC-1-7-D71124-5148

PROP DATE 09 MAY 67

DESCRIPTORS- *EDUCATIONAL PROGRAMS, *EDUCATIONAL TRENDS, *INTERNATIONAL EDUCATION, *LITERATURE REVIEWS, *SURVEYS, CENTRAL AMERICA, DATA ANALYSIS, DATA COLLECTION, ELEMENTARY EDUCATION, EVALUATION NEEDS, HIGHER EDUCATION, LAWRENCE, SECONDARY EDUCATION,

START DATE 06-30-67

END DATE 12-31-68

A SURVEY AND ANALYSIS WILL BE MADE OF THE EDUCATIONAL SYSTEMS OF CENTRAL AMERICA. ALL RELATED PRINTED MATERIAL IN ENGLISH AND IN SPANISH AVAILABLE BOTH IN THE UNITED STATES AND IN CENTRAL AMERICA WILL BE REVIEWED. A SERIES OF INTERVIEWS WILL BE HELD WITH KEY PEOPLE IN (1) NATIONAL AND PRIVATE UNIVERSITIES OF CENTRAL AMERICA, (2) THE UNIVERSITIES AND MINISTRIES OF EDUCATION CONCERNED WITH ELEMENTARY AND SECONDARY EDUCATION, AND (3) THE VARIOUS UNITED STATES AND INTERNATIONAL AGENCIES, BOTH PUBLIC AND PRIVATE. A FINAL STEP CALLS FOR THE SYNTHESIS AND EVALUATION OF THE DATA IN THE FORM OF A MONOGRAPH. (GD)

EP 010 933

24

A COMPARATIVE AND DEVELOPMENTAL STUDY OF THE EFFECTS OF DESEGREGATION IN SELECTED PUBLIC SCHOOLS. INVESTIGATOR- HAUBRICH, VERNON
WISCONSIN UNIV., MADISON
BUREAU NUMBER BR-7-1151
GRANT OEC-D-8-DD1151-D187

PROP DATE 67

DESCRIPTORS- *FACTOR ANALYSIS, *INTEGRATION EFFECTS, *INTEGRATION STUDIES, *RACIAL ATTITUDES, *SCHOOL INTEGRATION, DATA ANALYSIS, DATA COLLECTION, MADISON, RACE INFLUENCES,

START DATE 09-01-67

END DATE 08-31-70

A SERIES OF SCHOOL INTEGRATION STUDIES WILL BE CONDUCTED TO IDENTIFY CRUCIAL VARIABLES IN SUCCESSFUL DESEGREGATED

SITUATIONS, TO LOCATE PIVOTAL FACTORS IN SUCCESSFUL DESEGREGATED SITUATIONS, TO SEARCH OUT FACTORS RELATED TO SUCCESSFUL SCHOOL EXPERIENCES FOR ALL PUPILS IN DESEGREGATED SCHOOLS, AND TO CATALOG PRACTICES, PROCEDURES, AND RELEVANT DATA RELATED TO TEACHING, ADMINISTERING, AND LEARNING IN DESEGREGATED SCHOOLS. IN THE FIRST OF THREE GENERAL DESIGN CATEGORIES, 10 PREVIOUSLY DESEGREGATED SCHOOLS WILL BE EXAMINED FOR MULTIPLE FACTORS RELATED TO SUCCESSFUL AND UNSUCCESSFUL SCHOOL DESEGREGATION. SECOND, THOSE PIVOTAL VARIABLES IN THE DESEGREGATION PROCESS DEEMED CRUCIAL BY TEACHERS, PUPILS, ADMINISTRATORS, AND OTHER INTERESTED PARTIES WILL BE IDENTIFIED. THIRD, 10 SCHOOLS ABOUT TO DESEGREGATE WILL BE EXAMINED BY OBSERVATION, INTERVIEW, AND ANALYSIS TO CHECK THE VARIABLES PREVIOUSLY DELINEATED AND TO LOCATE SOURCES OF ADDITIONAL SIGNIFICANT AND CRUCIAL VARIABLES. (6D)

EP 010 934

52

AN EVALUATION OF THE UTILITY AND COST OF COMPUTERIZED LIBRARY CATALOGS.

INVESTIGATOR- DOLBY, J.L. RESNIKOFF, H.L.
R AND D CONSULTANTS CO., LOS ALTOS, CALIF.

BUREAU NUMBER BR-7-1182

PROCP DATE APR 67

CONTRACT OEC-1-7-071182-5013

DESCRIPTORS- *CATALOGING, *COMPUTER ASSISTED PROGRAMS, *DATA COLLECTION, *INFORMATION PROCESSING, *LIBRARIES, *PROGRAM COSTS, CATALOGS, DATA ANALYSIS, DIRECTORIES, FEASIBILITY STUDIES, LINGUISTIC PATTERNS, LOS ALTOS, PRINTING, PROGRAM EVALUATION,

START DATE 06-30-67

END DATE 06-29-68

A UTILITY AND COST STUDY OF COMPUTERIZED LIBRARY CATALOGS WILL BE CONDUCTED TO COLLECT DETAILED INFORMATION ABOUT COST FACTORS AND TO DETERMINE AREAS THAT REQUIRE MORE ELABORATE STUDIES. A COMPUTERIZED CATALOG HAS TWO MAJOR ADVANTAGES--(1) IT PERMITS THE PRODUCTION OF PRINTED CATALOGS ON A PERIODIC BASIS AT COST LEVELS NOT ACHIEVABLE BY OTHER MEANS, AND (2) IT PERMITS THE PRODUCTION OF MORE VARIATIONS OF THE STANDARD LISTINGS BY AUTHOR, TITLE, AND SUBJECT THAN ARE OTHERWISE POSSIBLE. AT THE SAME TIME THE COMPUTERIZED CATALOG RAISES QUESTIONS, PARTICULARLY OF COST, THAT WILL BE INVESTIGATED IN THIS STUDY. INFORMATION GATHERING WILL BE DONE IN TWO PHASES--(1) BY VISITS TO MAJOR LIBRARY CENTERS THAT REPRESENT VARIOUS PROBLEMS AND VIEWPOINTS ON THE USE OF COMPUTERS IN LIBRARIES, AND (2) BY A STUDY OF EXISTING PRINTED LIBRARY AND COMMERCIAL CATALOGS AND DIRECTORIES. IN PHASE 1 INFORMATION ON SPECIAL PURPOSE BIBLIOGRAPHIES WILL BE GATHERED TO DETERMINE (1) TO WHAT EXTENT COMPUTER LISTINGS COULD HAVE BEEN USED TO PRODUCE THESE SPECIAL BIBLIOGRAPHIES, (2) SIZE OF POTENTIAL MARKET FOR SPECIAL BIBLIOGRAPHIES, (3) FEASIBILITY OF LETTING PRODUCTION OF BIBLIOGRAPHIES CARRY PART OF THE COSTS OF A COMPUTERIZED CATALOG, AND (4) WHAT MODIFICATIONS TO CARD CATALOGS WOULD BE NEEDED TO SIMPLIFY GENERATION OF CATALOGS. IN PHASE 2, THE SPEED OF SCANNING A FILE BY A USER, WHICH IS CONNECTED WITH COSTS, WILL BE DETERMINED AS A FUNCTION OF TYPE SIZE, TYPE FACE, AND PAGE AND ENTRY FORMATS. ADDITIONAL FACTORS TO BE STUDIED ARE CONVERSION COSTS, COSTS OF COMPUTER PROGRAMING AND WAYS OF REDUCING THEM, AND THE FEASIBILITY OF INTERINSTITUTIONAL USE OF COMPUTER PROGRAMS. (AL)

EP 010 935

52

STUDIES IN PUBLIC LIBRARY GOVERNMENT ORGANIZATION AND SUPPORT.

INVESTIGATOR- GARRISON, GUY

ILLINOIS UNIV., URBANA

BUREAU NUMBER BR-7-1194

CONTRACT OEC-1-7-071194-5117

DESCRIPTORS- *FINANCIAL SUPPORT, *GOVERNMENT (ADMINISTRATIVE BODY), *ORGANIZATION, *PUBLIC LIBRARIES, *PUBLIC SUPPORT, DEMOGRAPHY, NEGATIVE ATTITUDES, PLANNING COMMISSIONS, REGIONAL COOPERATION, RESEARCH PROJECTS, URBAN AREAS, URBANA, VOTING,

START DATE 06-29-67

END DATE 02-28-69

PROBLEMS RELATED TO PUBLIC LIBRARY DEVELOPMENT WILL BE INVESTIGATED BY (1) ORGANIZING AND IMPLEMENTING RESEARCH AND EXPERIMENTATION ON GOVERNMENTAL, ORGANIZATIONAL, AND FINANCIAL PROBLEMS OF THE AMERICAN PUBLIC LIBRARY, (2) DEVELOPING WORKING RELATIONSHIPS WITH SELECTED PUBLIC LIBRARIES WHICH WILL SERVE AS EXPERIMENTAL LIBRARIES FOR CERTAIN STUDIES, (3) ENCOURAGING RESEARCH ON PUBLIC LIBRARY PROBLEMS, AND (4) WORKING TOWARD A COORDINATED REGIONAL LIBRARY RESEARCH PROGRAM. DURING THE 18-MONTH GRANT PERIOD, THE PROJECT STAFF WILL BE CONCERNED WITH SUCH SPECIFIC STUDIES AS (1) VOTING BEHAVIOR ON PUBLIC LIBRARY REFERENDUMS, (2) THE IMPACT OF POPULATION GROWTH AND SHIFTS ON THE LEVEL OF PUBLIC LIBRARY SUPPORT IN SELECTED METROPOLITAN AREAS, (3) THE INVOLVEMENT OF OFFICIAL CITY AND COUNTY PLANNING AGENCIES IN PUBLIC LIBRARY PLANNING, AND (4) THE BARRIERS TO LIBRARY REORGANIZATION AND SYSTEM DEVELOPMENT AS EXPRESSED IN ATTITUDES OF LIBRARIANS AND BOARD MEMBERS. (6C)

EP 010 936

52

THE IMAGE OF THE PUBLIC LIBRARY IN THE MIND OF THE RURAL CITIZEN.

INVESTIGATOR- MORRISON, JAMES W.

EDUCATIONAL DEVELOPMENT ASSOCIATES, MANCHESTER, N.H.

BUREAU NUMBER BR-7-1207

PROCP DATE 20 MAY 67

CONTRACT OEC-1-7-071207-5063

DESCRIPTORS- *COMMUNITY ATTITUDES, *LIBRARY SERVICES, *PUBLIC LIBRARIES, *RURAL AREAS, COMMUNITY SUPPORT, INDIVIDUAL CHARACTERISTICS, INTERVIEWS, LIBRARY FACILITIES, LIBRARY MATERIALS, MAINE, MANCHESTER, NEGATIVE ATTITUDES, NEW HAMPSHIRE, PUBLIC OPINION, VERMONT,

START DATE 06-30-67

END DATE 06-30-68

THIS RESEARCH STUDY WILL SEEK TO IDENTIFY THOSE MOTIVATIONAL FACTORS NECESSARY FOR ADEQUATE RURAL LIBRARY USE AND SUPPORT IN MAINE, NEW HAMPSHIRE, AND VERMONT. DATA SOUGHT WILL BE ATTITUDES AND FACTORS WHICH REVEAL A PERSONAL PREFERENCE WITH REGARD TO LOCAL REASONS FOR SUCH SUPPORT OR DENIAL. SUCH ASPECTS AS FREQUENCY OF USE, USER-LIBRARY RELATIONSHIP, ADEQUACY OF HOLDINGS, FINANCIAL SUPPORT, CONTRIBUTION TO THE COMMUNITY, SUGGESTIONS FOR BETTER LIBRARY SERVICE, AND PATTERNS OF PERSONAL OPINION IN RELATION TO THE LOCAL LIBRARY WILL BE IDENTIFIED AND ANALYZED. A QUESTIONNAIRE OPEN-END INTERVIEW WILL BE ADMINISTERED TO A SAMPLING OF 60 PEOPLE IN EACH OF NINE TOWNS IN THE THREE

STATES. THE QUESTIONNAIRE IS APPENDED TO THE PROPOSAL. (GD)

EP 010 937

52

ACQUISITION OF KNOWLEDGE IN RELATION TO INFORMATION, STORAGE AND RETRIEVAL.

INVESTIGATOR- VON FOERSTER, HEINZ CHIEN, ROBERT T.

ILLINOIS UNIV., URBANA

BUREAU NUMBER BR-7-1213

PROP DATE 25 MAY 67

CONTRACT OEC-1-7-071213-4557

DESCRIPTORS- #COGNITIVE PROCESSES, #COMPUTATIONAL LINGUISTICS, #CONCEPTUAL SCHEMES, #INFORMATION RETRIEVAL, #SYSTEMS DEVELOPMENT, COMPUTERS, INSTRUCTIONAL TECHNOLOGY, LEARNING THEORIES, TECHNICAL ADVANCEMENT, URBANA,

START DATE 06-22-67

END DATE 02-28-69

AN INTERDISCIPLINARY APPROACH WILL BE USED TO DEVELOP THE CONCEPTUAL AND THEORETICAL FOUNDATIONS AND ORGANIZATION OF COMPUTER INFORMATION STORAGE AND RETRIEVAL SYSTEMS THAT WILL PERMIT SYMBOLIC DISCOURSE IN THE FORM OF NATURAL LANGUAGE BETWEEN MAN AND MACHINE. COMPUTER SOFTWARE AND HARDWARE WILL BE ORGANIZED AND DEVELOPED TO DEMONSTRATE THE SUPERIORITY OF SUCH SYSTEMS, CALLED COGNITIVE MEMORY SYSTEMS, OVER CONVENTIONAL INFORMATION STORAGE AND RETRIEVAL SYSTEMS WHICH DELIVER DOCUMENTS UPON CODED QUERIES. FOR THIS STUDY, THE CONCEPTS OF "WHAT INFORMATION STORAGE AND RETRIEVAL SYSTEMS SHOULD BE" WILL BE BASED UPON CONSIDERING KNOWLEDGE TO BE A SET OF RELATIONS, NOT NECESSARILY REPRESENTED IN LINGUISTIC FORM, TO WHICH APPROPRIATE ACCESS IS OBTAINED BY APPROPRIATE TRANSFORMATIONS INTO THE LINGUISTIC DOMAIN. THIS APPROACH CONSIDERS THE ULTIMATE AIM IN INFORMATION SYSTEMS TO BE THE USE OF KNOWLEDGE THROUGH DISCOURSE BY USE OF NATURAL LANGUAGE IN A MAN-MACHINE SYSTEM IN WHICH EACH PARTNER IS ENTITLED TO POSE PROBLEMS TO THE OTHER PARTNER WHO MAY SOLVE THEM BY RECOURSE TO DEDUCTIVE OR INDUCTIVE REASONING. RESEARCHERS FROM THE DEPARTMENTS OF COMPUTER SCIENCES, MATHEMATICS, LINGUISTICS, LIBRARY SCIENCE, ANTHROPOLOGY, PSYCHOLOGY, ELECTRICAL ENGINEERING, BIOPHYSICS, AND THE BIOLOGICAL COMPUTER LABORATORY WILL CONTRIBUTE AND COOPERATE IN THIS PROJECT ON A FORMAL OR INFORMAL BASIS. THE RESULTS OF THIS STUDY WILL BE IMPORTANT AS A FUNDAMENTAL RE-THINKING OF THE INFORMATION STORAGE AND RETRIEVAL PROBLEM IN TERMS OF OPERABLE COGNITIVE MEMORY SYSTEMS AND FOR THE CONTRIBUTIONS MADE TO SUBJECT AREAS AND TO TEACHING METHODS. (AL)

EP 010 938

52

PREPARATION OF A MANUAL FOR THE CONDUCT OF RESEARCH IN LIBRARIANSHIP.

INVESTIGATOR- GOLDHOR, HERBERT

ILLINOIS UNIV., URBANA

BUREAU NUMBER BR-7-1217

PROP DATE

67

CONTRACT OEC-1-7-071217-5113

DESCRIPTORS- #DOCTORAL PROGRAMS, #LIBRARY SCIENCE, #MANUALS, #RESEARCH METHODOLOGY, #RESOURCE GUIDES, MATERIAL DEVELOPMENT, URBANA,

START DATE 06-26-67

END DATE 08-31-68

A MANUAL WILL BE PREPARED TO SERVE AS A GUIDE ON RESEARCH CONDUCT FOR DOCTORAL CANDIDATES IN LIBRARIANSHIP.

THE AUTHOR'S APPROACH WILL BE TO WRITE OUT WHAT HE HAS LEARNED FROM (1) TEACHING A COURSE IN LIBRARIANSHIP, (2) ANALYZING, CRITICALLY, RESEARCH DONE BY OTHERS, (3) DOING RESEARCH HIMSELF, AND (4) READING AVAILABLE LITERATURE. THE MAJOR TASKS WILL INCLUDE SELECTION OF WHAT IS MOST APPROPRIATE FOR INCLUSION IN THE MANUAL AND PRESENTATION OF PRINCIPLES AND TECHNIQUES OF RESEARCH ESPECIALLY HELPFUL TO THE NOVICE. THE GENERAL RESEARCH METHODS TO BE COVERED WILL BE THOSE OF HISTORICAL RESEARCH, DESCRIPTIVE SURVEY RESEARCH, AND EXPERIMENTAL RESEARCH. THE PRINCIPLE TECHNIQUES FOR EACH METHOD WILL BE REVIEWED AND DESCRIBED (TEXTUAL CRITICISMS, PREPARATION OF QUESTIONNAIRES, SAMPLING, AND STATISTICAL METHODS). IT IS ANTICIPATED THAT THE MANUAL WILL RELATE TO LIBRARY PROBLEMS THE PRINCIPLES OF SOCIAL SCIENCE RESEARCH IN GENERAL, AND EMPHASIZE THOSE APPROACHES AND TECHNIQUES APPROPRIATE FOR LIBRARIANSHIP RESEARCH. (RS) LIBRARIANSHIP RESEARCH.

EP 010 939

52

AN ANALYSIS OF CERTAIN PROFESSIONAL LIBRARY OCCUPATIONS IN RELATION TO FORMAL EDUCATIONAL OBJECTIVES.

INVESTIGATOR- HALL, ANNA C.

CARNEGIE LIBRARY OF PITTSBURGH, PA.

BUREAU NUMBER BR-7-1228

PROP DATE 31 MAY 67

CONTRACT OEC-1-7-071228-5133

DESCRIPTORS- #EDUCATIONAL OBJECTIVES, #JOB ANALYSIS, #LIBRARY SERVICES, #OCCUPATIONAL SURVEYS, #PUBLIC LIBRARIES, COURSE CONTENT, LIBRARY SKILLS, PITTSBURGH, TAXONOMY,

START DATE 06-15-67

END DATE 06-14-68

DETAILED INFORMATION OF SELECTED FUNCTIONS PERFORMED IN PUBLIC LIBRARIES WILL BE COLLECTED AND ANALYZED TO IDENTIFY EDUCATIONAL OBJECTIVES IN PREPARING PERSONNEL FOR SUCH LIBRARIES. THIS RESEARCH IS TO BE MADE BECAUSE OF THE LACK OF CONSENSUS IN THE FIELD REGARDING THE EXTENT TO WHICH LIBRARY SCHOOLS ARE CURRENTLY OFFERING THE KINDS OF PROFESSIONAL TRAINING WHICH PROSPECTIVE LIBRARIANS NEED. SPECIFIED "TASKS" (ACTIVITIES CRITICAL TO THE OPERATION OF A LIBRARY BUT APART FROM THE TRADITIONAL FRAMEWORK OR TITLE OF THE JOB HOLDER WHO PERFORMS THEM) WILL BE IDENTIFIED AND DEFINED AFTER COMPARING SIMILAR JOBS IN SEVERAL PUBLIC LIBRARIES. THESE TASKS WILL BE CLASSIFIED WITHIN AN ADOPTED STRUCTURE OF COGNITIVE BEHAVIORS. COURSE CONTENT WILL BE STUDIED IN DEPTH THROUGH COURSE OUTLINES, READING LISTS, EXAMINATION QUESTIONS, AND INTERVIEWS WITH LIBRARY EDUCATORS, AND THEN ANALYZED AND CLASSIFIED IN THE SAME MANNER AS THE PREVIOUSLY IDENTIFIED TASKS. FINALLY, COMPARISONS WILL BE MADE FROM WHICH STRENGTHS AND WEAKNESSES MAY BE IDENTIFIED AND CONCLUSIONS DRAWN. THE STUDY RESULTS WILL CONTRIBUTE TO GREATER PRECISION IN CURRICULUM DESIGN FOR EDUCATION IN LIBRARY AND INFORMATION SCIENCES (RELATIVE TO THE TASKS STUDIED) AND, CORRESPONDINGLY, TO MORE EFFECTIVE USE OF TRAINED MANPOWER IN PUBLIC LIBRARIES. THE STUDY WILL ALSO PROVIDE A MODEL FOR ADDITIONAL ANALYSES OF PROFESSIONAL TASKS NOT INCLUDED IN THE CURRENT PROJECT. (JH)

EP 010 940

40

AN EXPERIMENTAL STUDY USING COMPRESSED SPEECH WITH EDUCATIONALLY RETARDED STUDENTS.

INVESTIGATOR- LEWIS, HARRY

COLORADO UNIV., BOULDER
BUREAU NUMBER BR-7-8195
GRANT OEG-2-7-078195-4490

PROP DATE 67

DESCRIPTORS- *EDUCATIONALLY DISADVANTAGED, *METHODS RESEARCH, *SLOW LEARNERS, *SPEECH COMPRESSION, *TEACHING TECHNIQUES, ACHIEVEMENT GAINS, BOULDER, FEASIBILITY STUDIES, READING DEVELOPMENT, TAPE RECORDINGS,

START DATE 06-20-67

END DATE 02-19-68

A FEASIBILITY STUDY WILL BE CONDUCTED TO DETERMINE THE EFFECTS OF TAPED-COMPRESSED SPEECH ON LEARNING AMONG EDUCATIONALLY DISADVANTAGED STUDENTS. COMPRESSED SPEECH REFERS TO A CONVENTIONAL TAPE RECORDING OF AN ORAL PRESENTATION FROM WHICH MICROSEGMENTS HAVE BEEN SYSTEMATICALLY REMOVED. THE GENERAL DESIGN OF THE STUDY WILL INCLUDE (1) MANIPULATION OF TWO VARIABLES, PRESENTATION MODE AND SPEED OF PRESENTATION, (2) COMPARISON OF TWO EXPERIMENTAL MODES OF PRESENTATION, COMPRESSED SPEECH AND CONVENTIONAL READING ASSIGNMENTS, AND (3) MANIPULATION OF COMPRESSED SPEECH BY SPEED OF PRESENTATION. THE SAMPLE WILL CONSIST OF 120 SUBJECTS RANDOMLY ASSIGNED TO ONE OF FOUR TREATMENTS. EACH GROUP WILL CONSIST OF 30 STUDENTS WHO WILL BE DRAWN FROM THE LOWEST 40 PERCENT OF AN INSCHOOL POPULATION. LEARNING FROM THE DIFFERENT MODES WILL BE MEASURED BY A CRITERION TEST. COMPARISONS WILL BE MADE OF THE VERBAL APTITUDE AND READING ACHIEVEMENT SCORES. (RS)

EP 010 941

24

THE EDUCATION OF INTEGRATED INDIAN PUPILS.

INVESTIGATOR- MILLER, HAROLD J.
NORTH DAKOTA UNIV., GRAND FORKS
BUREAU NUMBER BR-7-8397
GRANT OEG-D-8-078397-1881

PROP DATE 20 MAR 67

DESCRIPTORS- *AMERICAN INDIANS, *INTEGRATION EFFECTS, *INTEGRATION READINESS, *MINORITY GROUP CHILDREN, *SCHOOL INTEGRATION, ACADEMIC ACHIEVEMENT, ASPIRATION, COMPARATIVE ANALYSIS, CULTURAL BACKGROUND, CULTURAL DIFFERENCES, CULTURAL TRAITS, ETHNIC GROUPS, GRADE 9, GRAND FORKS, INTELLIGENCE, SOCIAL RELATIONS,

START DATE 09-15-67

END DATE 06-15-68

TO MORE FULLY UNDERSTAND THE INFLUENCE OF SCHOOL INTEGRATION ON YOUNG INDIANS, COMPARISONS WILL BE MADE AT THE NINTH-GRADE LEVEL AMONG THE FOLLOWING GROUPS--(1) INDIANS WHO, IN GRADES 1 TO 8, ATTENDED SCHOOLS WITH PREDOMINATELY NON-INDIAN ENROLLMENT, (2) INDIANS WHO, IN GRADES 1 TO 8, ATTENDED SCHOOLS WITH PREDOMINATELY INDIAN ENROLLMENT, AND (3) NON-INDIANS WHO, IN GRADES 1 TO 8, ATTENDED SCHOOLS WITH PREDOMINATELY NON-INDIAN ENROLLMENT. THE PARTICIPATING INDIAN STUDENTS WILL BE REPRESENTATIVE OF ARIKARA, CHIPPEWA, AND SIOUX RESERVATIONS IN NORTH AND SOUTH DAKOTA. FACTORS TO BE INCLUDED IN THE COMPARATIVE STUDY INCLUDE ACHIEVEMENT, INTELLIGENCE, ALIENATION, VOCATIONAL ASPIRATION, AND SOCIAL RELATIONSHIPS. IN ADDITION, CULTURAL VARIABLES FOR EACH GROUP WILL BE ISOLATED AND COMPARED, AND A BACKGROUND OF DATA FOR EACH INDIAN STUDENT WILL BE ESTABLISHED, PROVIDING A BASIS FOR FUTURE SYSTEMATIC, LONGITUDINAL STUDIES. THE RESULTS OF THIS STUDY ARE EXPECTED TO PROVE USEFUL IN (1) APPRAISING

CURRICULUMS WITH A VIEW TO THE NEEDS OF INDIAN YOUTH, (2) IMPROVING TEACHERS' UNDERSTANDING OF INDIAN STUDENTS, (3) IDENTIFYING CURRICULUM AREAS NEEDING EMPHASIS FOR PREPARING INDIAN YOUTH TO INTEGRATE FULLY WITH THE NON-INDIAN POPULATION FOR ECONOMIC AND VOCATIONAL SUCCESS IN ADULT LIFE, AND (4) AIDING EDUCATORS AND OTHERS CONCERNED WITH CULTURAL ADVANCEMENT OF MINORITY GROUPS OTHER THAN INDIANS. (JH)

EP 010 942

64

A COST STUDY OF EDUCATIONAL MEDIA SYSTEMS AND THEIR EQUIPMENT COMPONENTS.

INVESTIGATOR- BILINSKI, JOHN
GENERAL LEARNING CORP., WASHINGTON, D.C.
BUREAU NUMBER BR-7-9006
CONTRACT OEC-1-7-079006-5139

PROP DATE 31 MAY 67

DESCRIPTORS- *EDUCATIONAL EQUIPMENT, *EDUCATIONAL FINANCE, *INSTRUCTIONAL TECHNOLOGY, *MEDIA RESEARCH, *MODELS, *SYSTEMS ANALYSIS, DISTRICT OF COLUMBIA, EDUCATIONAL SPECIFICATIONS, EDUCATIONAL STRATEGIES, ESTIMATED COSTS, EXPENDITURES, INITIAL EXPENSES, INSTRUCTIONAL INNOVATION, OPERATING EXPENSES, SYSTEMS DEVELOPMENT,

START DATE 06-28-67

END DATE 12-29-67

A STUDY WILL BE MADE OF THE PRINCIPAL COST ELEMENTS IN THE PROCUREMENT, INSTALLATION, AND OPERATION OF EDUCATIONAL MEDIA AND TECHNOLOGY. THE STUDY WILL INCLUDE (1) IDENTIFICATION OF CANDIDATE SYSTEMS, (2) DETAIL OF THE PHYSICAL AND OPERATIONAL CHARACTERISTICS OF THE SYSTEMS, (3) DEVELOPMENT OF MATHEMATICAL MODELS DESCRIBING THE RELATIONSHIP BETWEEN CHARACTERISTICS AND COSTS, (4) COLLECTION OF COST DATA, INCLUDING DATA PROVIDED BY OPERATING EXPERIENCE, AND ANALYSIS OF THE SELECTED SYSTEMS, AND (5) DETERMINATION OF POTENTIAL COST SAVINGS FOR THE SYSTEMS STUDIED, INCLUDING THOSE INVOLVING NEW OR ADVANCE CONFIGURATIONS AND TECHNOLOGIES. THE PROJECT TEAM WILL INCLUDE SYSTEM COST ANALYSIS, EDUCATORS, MEDIA SPECIALISTS, EQUIPMENT ENGINEERS, AND CONSULTANTS. THE FINAL REPORT WILL (1) DESCRIBE THE SELECTED SYSTEMS, INDICATING THEIR APPLICATION AT LOCAL, REGIONAL, AND NATIONAL LEVELS, (2) DESCRIBE THE COSTING MODEL, IDENTIFYING THE ASSUMPTIONS AND INDICATING THEIR IMPLICATIONS TO A SYSTEM'S COSTS, (3) PROVIDE AN ANALYSIS OF COSTS IN RELATION TO MEASUREMENT CRITERIA, AND (4) RECOMMEND POTENTIAL COST SAVINGS THAT COULD BE REALIZED AT VARIOUS GEOGRAPHIC LEVELS OF USE OF THE NEW EDUCATIONAL MEDIA SYSTEMS AND COMPONENTS. (RS)

EP 010 943

24

THE DEVELOPMENT OF AN EMPIRICAL MODEL FOR AN INSTRUCTIONAL TELECAST IN ART.

INVESTIGATOR- SCHWARTZ, ALICE SNUCKER, THOMAS
PENNSYLVANIA STATE UNIV., UNIVERSITY PARK
BUREAU NUMBER BR-8-8-003
GRANT OEG-D-8-000003-0207

PROP DATE 05 FEB 67

DESCRIPTORS- *ART EDUCATION, *INSTRUCTIONAL TECHNOLOGY, *MATERIAL DEVELOPMENT, *MEASUREMENT INSTRUMENTS, *MEDIA RESEARCH, *TELEvised INSTRUCTION, ART MATERIALS, COMPARATIVE TESTING, CURRICULUM DEVELOPMENT, MODELS, PRODUCTION TECHNIQUES, UNIVERSITY PARK,

START DATE 10-01-67

END DATE 09-30-68

MEASUREMENT INSTRUMENTS WILL BE DEVELOPED AND ADMINISTERED TO DETERMINE THE EFFECTIVENESS OF DIFFERENT VERSIONS OF A SELECTED, PREVIOUSLY PRODUCED TELEVISION PROGRAM ON ART. INCLUDED IN THIS PROJECT WILL BE (1) DEVELOPMENT OF BEHAVIORAL OBJECTIVES FOR A MODEL TELEVISION PROGRAM IN ART, (2) EVALUATION OF THE PROGRAM IN PRODUCING DESIRED BEHAVIORAL CHANGES, (3) APPLICATION OF RESULTS TO THE PRODUCTION OF ADDITIONAL VERSIONS OF MATERIALS, AND (4) COMPARISON OF THE EFFECTIVENESS OF THE ORIGINAL AND FINAL VERSIONS ON GROUPS OF LEARNERS UNDER CONTROLLED CONDITIONS. IT IS ANTICIPATED THAT, BY FOCUSING ON BEHAVIORAL RESPONSES, INFORMATION OF ATTITUDINAL CHANGES IN THE ART STUDENT AS AFFECTED BY TELEVISION WILL BE FORTHCOMING. (RS)

EP 010 944

24

STUDENT TUTORIAL-COUNSELING PROGRAM AT MADISON COLLEGE.
INVESTIGATOR- SHAFER, ELIZABETH G.
MADISON COLL., HARRISONBURG, VA.
BUREAU NUMBER BR-8-C-003
GRANT CEG-D-8-000003-1801

PROP DATE 12 JUL 67

DESCRIPTORS- *ABILITY GROUPING, *COLLEGE FRESHMEN,
*COUNSELING PROGRAMS, *LOW ACHIEVERS, *RESIDENTIAL PROGRAMS,
*TUTORING, ACHIEVEMENT GAINS, COMPARATIVE ANALYSIS, FEMALES,
HARRISONBURG,

START DATE 09-01-67

END DATE 08-31-68

THE EFFECTS OF A TUTORIAL-COUNSELING PROGRAM AND OF ABILITY GROUPING ON ACADEMIC ACHIEVEMENT AMONG LOW-ACHIEVING FRESHMEN WOMEN WILL BE STUDIED. A SAMPLE OF APPROXIMATELY 300 RESIDENT-FRESHMEN WOMEN WILL BE DIVIDED INTO THREE TREATMENT GROUPS. GROUP 1 (EXPERIMENTAL) WILL CONSIST OF 114 STUDENTS WHO WILL BE ORGANIZED INTO SIX SUBGROUPS AND HOUSED TOGETHER IN A FRESHMAN RESIDENCE-HALL. A STUDENT TUTORIAL-COUNSELOR WILL BE ASSIGNED TO EACH SUBGROUP TO COUNSEL AND TUTOR THE STUDENTS FOR AN AVERAGE OF 10 HOURS A WEEK. EACH SUBGROUP WILL RECEIVE BASIC ORIENTATION IN PERSONAL-SOCIAL ADJUSTMENT TO THE CAMPUS AND INSTRUCTION AND EVALUATION IN STUDY SKILLS. GROUP 2 (CONTROL) WILL CONSIST OF 93 STUDENTS WHO WILL BE HOUSED TOGETHER IN A FRESHMAN RESIDENCE-HALL BUT WILL RECEIVE NO TREATMENT. GROUP 3 (CONTROL) WILL CONSIST OF 93 STUDENTS WHO WILL BE RANDOMLY ASSIGNED TO VARIOUS FRESHMAN RESIDENCE-HALLS BUT WILL RECEIVE NO TREATMENT. THE EXPERIMENTAL PROGRAM WILL FOCUS ON SCHOLASTIC MOTIVATION AND ATTITUDES, SOCIAL AND PERSONAL PROBLEMS, GROUP TUTORING, AND INDIVIDUAL COUNSELING AND TUTORING. AN INTENSIVE TRAINING PROGRAM WILL BE CONDUCTED IN WHICH THE STUDENT COUNSELORS WILL BE TAUGHT BASIC PRINCIPLES AND TECHNIQUES OF COUNSELING. COUNSELORS WILL ALSO ATTEND WEEKLY MEETINGS FOR FURTHER TRAINING. PREDICTED GRADE POINT AVERAGES WILL BE COMPARED TO EARNED AVERAGES FOR ALL GROUPS. (RS)

EP 010 945

24

A STUDY OF THE EFFECTS ON PUPIL ACHIEVEMENT OF CERTAIN AUDIO-VISUAL PRESENTATION SEQUENCES.
INVESTIGATOR- GALFO, ARNAND J.
COLLEGE OF WILLIAM AND MARY, WILLIAMSBURG, VA.
BUREAU NUMBER BR-8-C-005
GRANT CEG-D-8-000005-02E1

PROP DATE 12 JUL 67

DESCRIPTORS- *ACHIEVEMENT GAINS, *AUDIOVISUAL INSTRUCTION,
*FILMSTRIPS, *INSTRUCTIONAL TECHNOLOGY, *METHODS RESEARCH,
*TAPE RECORDINGS, COMPARATIVE ANALYSIS, GRADE 4, GRADE 5,
GRADE 6, PERCEPTUAL DEVELOPMENT, TEACHING METHODS,
WILLIAMSBURG,

START DATE 01-01-68

END DATE 10-01-68

DIFFERENT METHODS OF PRESENTING AUDIOVISUAL SEQUENCES WILL BE STUDIED TO DETERMINE THE EFFECTS UPON STUDENT LEARNING. AUDIO INFORMATION WILL BE ADDED TO TWO DIFFERENT, COMMERCIALY PRODUCED, FILMSTRIP LESSONS THROUGH TAPE RECORDING. THE FIRST FILMSTRIP, LESSON 1, WILL HAVE AUDIO INFORMATION THAT REITERATES SOME OF THE INFORMATION PRESENTED IN THE VISUALS. THE SECOND FILMSTRIP, LESSON 2, WILL HAVE SIMPLE VISUALS THAT REPEAT PORTIONS OF THE AUDIO INFORMATION. TWO EXPERIMENTS WILL BE CONDUCTED. ONE EXPERIMENT WILL USE LESSON 1 PRESENTED IN TWO DIFFERENT SEQUENCES, AND THE OTHER EXPERIMENT WILL USE LESSON 2 IN TWO DIFFERENT SEQUENCES. THE EXPERIMENTS WILL BE PRESENTED TO 360 FOURTH, FIFTH, AND SIXTH GRADERS. THEY WILL BE EQUALLY AND RANDOMLY DIVIDED INTO TWO EXPERIMENT GROUPS AND FOUR PRESENTATION GROUPS. IT IS EXPECTED THAT IF THE LESSONS PRESENT INFORMATION IN DIFFERENT SEQUENCES, CUEING AND ATTENTION EFFECTS WILL PRODUCE DIFFERENCES IN HOW MUCH PUPILS WILL LEARN FROM THE LESSONS. (AL)

EP 010 946

08

FEASIBILITY OF ADAPTING THREE AIR FORCE COURSES FOR CIVILIAN USE.
INVESTIGATOR- NISOS, MICHAEL J.
AEROSPACE EDUCATION FOUNDATION, WASHINGTON, D.C.
BUREAU NUMBER BR-8-8018
GRANT CEG-D-8-088018-0201-085

PROP DATE 67

DESCRIPTORS- *COURSE CONTENT, *CURRICULUM EVALUATION,
*EDUCATIONAL PLANNING, *STATE STANDARDS, *VOCATIONAL
EDUCATION, AIR FORCE (UNITED STATES), AVIATION MECHANICS,
DISTRICT OF COLUMBIA, ELECTRONICS, PARAMEDICAL OCCUPATIONS,
UTAH,

START DATE 08-23-67

END DATE 11-23-67

COURSES DEVELOPED BY THE AIR FORCE WILL BE STUDIED TO DETERMINE IF THEY COULD FULFILL THE EDUCATIONAL REQUIREMENTS OF A SCHOOL SYSTEM. REPRESENTATIVES OF THE UTAH STATE SCHOOL SYSTEM WILL CAREFULLY AND CRITICALLY REVIEW THREE COURSES--"ELECTRONICS PRINCIPLES," "AIRCRAFT MECHANICS," AND "MEDICAL LABORATORY TECHNICIAN." THIS STUDY WILL ALSO SERVE AS A BASIS FOR REVIEW OF OTHER COURSES OF THE AIR FORCE FOR POSSIBLE USE IN VOCATIONAL AND TECHNICAL EDUCATION PROGRAMS. (RS)

EP 010 947

24

PATHWAYS TO IDENTITY--THE DEVELOPMENT OF ASPIRATIONS AND VALUES IN URBAN NEGRO AND WHITE ADOLESCENTS.
INVESTIGATOR- ROSENTHAL, ROBERT A.
HARVARD UNIV., CAMBRIDGE, MASS.
BUREAU NUMBER BR-8-0085
GRANT CEG-D-8-000085-1810

PROP DATE 67

DESCRIPTORS- *ASPIRATION, *DISADVANTAGED YOUTH,

*ENVIRONMENTAL INFLUENCES, *GROUP BEHAVIOR, *INDIVIDUAL DIFFERENCES, *VALUES, CAMBRIDGE, COMPARATIVE ANALYSIS, GRADE 7, GRADE 9, LONGITUDINAL STUDIES, LOW INCOME GROUPS, SELF CONCEPT,

START DATE 09-01-67

END DATE 08-31-68

THE OBJECTIVE OF THIS STUDY IS TO EXPLORE THE CONCEPTUAL AND AFFECTIVE WORLD OF THE LOW SOCIOECONOMIC SCALE, AMERICAN NEGRO ADOLESCENT BOY AS IT DEVELOPS THROUGH TIME, TO PROVIDE CONCRETE DATA TO BE USED AS A BASE FOR FURTHER RESEARCH AND TO BE USED IN EDUCATIONAL AND SOCIAL PLANNING. RELATIONSHIPS AMONG BACKGROUND FACTORS, CHANGING ASPECTS OF INDIVIDUAL DIFFERENCES, AND PARENT-PEER EXPECTATIONS AND EVALUATIONS OF THESE URBAN DISADVANTAGED YOUTH WILL BE STUDIED. THE SAMPLE WILL INCLUDE TWO COHORTS OF NEGRO JUNIOR HIGH SCHOOL BOYS CONSISTING OF 75 STUDENTS FROM THE SEVENTH AND NINTH GRADES OF A DE FACTO SEGREGATED, INNER-CITY SCHOOL AND A COMPARISON GROUP OF 35 WHITE BOYS. A SAMPLE OF APPROXIMATELY 800 REFERENCE INDIVIDUALS WILL ALSO BE INCLUDED. THE FOCAL-CHILD METHOD, WHICH INVOLVES EXTENSIVE INTERVIEWING AND TESTING OF INDIVIDUALS AND PARALLEL INTERVIEWS OF REFERENCE INDIVIDUALS (FAMILY, PEERS, AND TEACHERS) WILL BE THE RESEARCH METHOD USED. THIS STUDY WILL BE A CONTINUATION OF A 5-YEAR STUDY INITIATED AT THE CENTER FOR RESEARCH AND DEVELOPMENT ON EDUCATIONAL DIFFERENCES. (RS)

EP 010 948

24

AERA RESEARCH TRAINING PRESESSIONS.

INVESTIGATOR- GLASS, GENE V.

AMERICAN EDUCATIONAL RESEARCH ASSN., WASH., D.C.

BUREAU NUMBER BR-8-0100

PROP DATE

67

GRANT OEG-D-8-00010-1793

DESCRIPTORS- *HIGHER EDUCATION, *INSTITUTES (TRAINING PROGRAMS), *RESEARCHERS, *SKILL DEVELOPMENT, DISTRICT OF COLUMBIA, RESEARCH COMMITTEES, RESEARCH METHODOLOGY, RESEARCH OPPORTUNITIES, RESEARCH SKILLS,

START DATE 09-01-67

END DATE 08-31-69

PRIOR TO THE ANNUAL MEETING OF THE AMERICAN EDUCATIONAL RESEARCH ASSOCIATION, FEBRUARY 8-10, 1968, ELEVEN 5-DAY RESEARCH TRAINING SESSIONS WILL BE CONDUCTED FOR VARIOUS AUDIENCES OF RESEARCH PRODUCERS FROM THE MOST SOPHISTICATED TO THOSE WHOSE ORIGINAL GRADUATE TRAINING CONTAINED ONLY MINIMAL RESEARCH PREPARATION. THESE TRAINING PRESESSIONS WILL INCLUDE--(1) RESEARCH IN READING INSTRUCTION, (2) EDUCATIONAL RESEARCH MANAGEMENT PROCEDURES, (3) ANTHROPOLOGICAL FIELD METHODOLOGY IN THE STUDY OF EDUCATION, (4) NONPARAMETRIC METHODS IN EDUCATIONAL RESEARCH, (5) DESIGN AND ANALYSIS OF COMPARATIVE EXPERIMENTS, (6) EVALUATION, (7) THE COMPUTER AND NATURAL LANGUAGE, (8) INSTRUCTIONAL PRODUCT RESEARCH, (9) ON-LINE COMPUTER APPLICATIONS IN EDUCATIONAL RESEARCH, (10) MULTIVARIATE DESIGN AND ANALYSIS IN EDUCATIONAL RESEARCH, AND (11) DEVELOPMENTAL PROCESSES IN COLLEGE STUDENTS. DETAILED DESCRIPTIONS OF THE RESEARCH TRAINING PRESESSIONS ARE PRESENTED. THE PRESESSIONS ARE INTENDED TO IMPROVE THE RESEARCH SKILLS OF APPROXIMATELY 700 PARTICIPANTS. (RS)

EP 010 949

24

DEVELOPMENT OF A PILOT PROGRAM FOR A CULTURAL APPROACH TO THE STUDY OF HISTORY IN GRADES SEVEN AND EIGHT.

INVESTIGATOR- VADNAIS, LAWRENCE H.

MASSACHUSETTS STATE DEPT. OF EDUCATION, BOSTON

BUREAU NUMBER BR-7-8483

PROP DATE 19 MAY 67

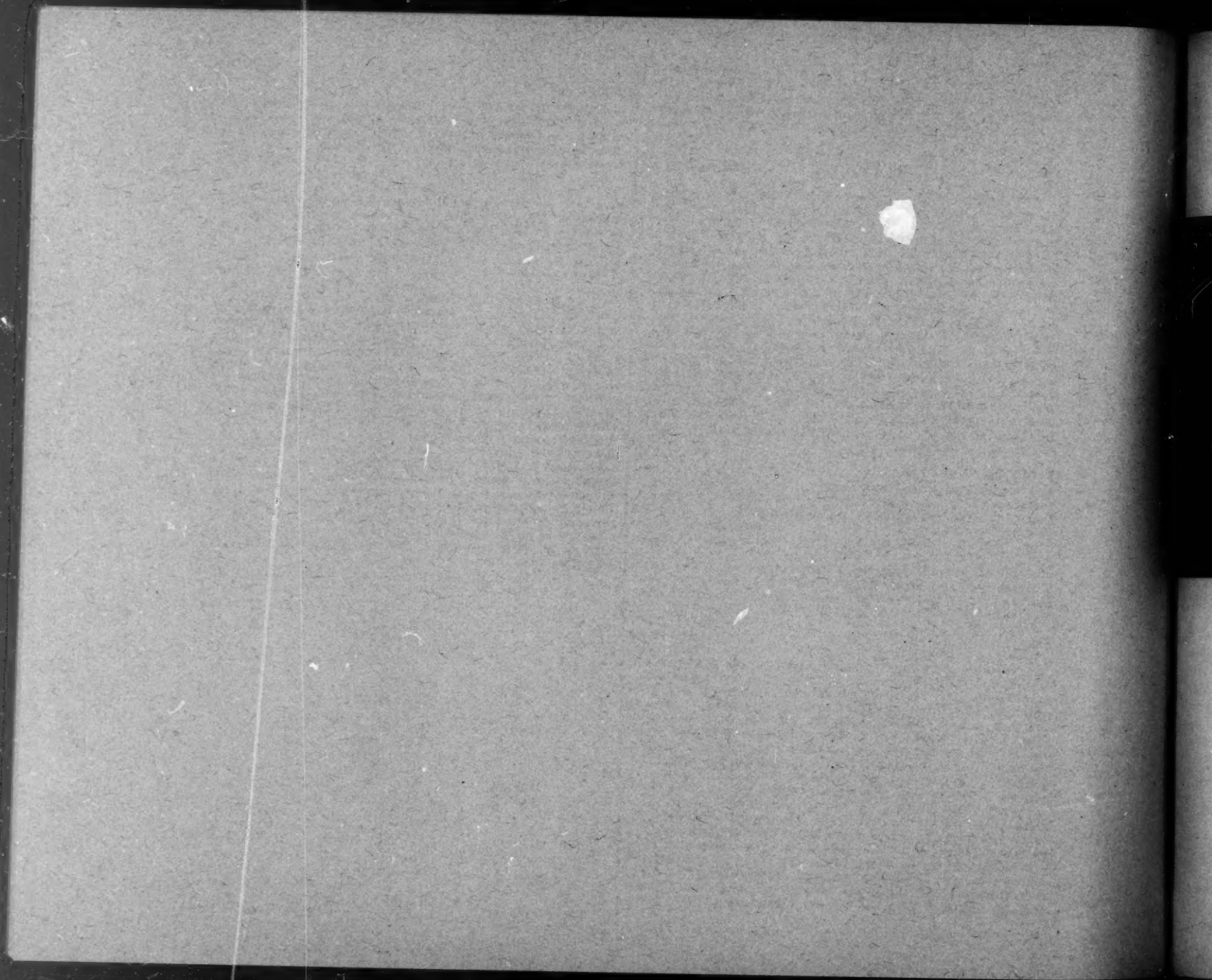
GRANT OEG-D-8-084830-0210-010

DESCRIPTORS- *CULTURAL CONTEXT, *HISTORY INSTRUCTION, *INTERDISCIPLINARY APPROACH, *JUNIOR HIGH SCHOOL, *SOCIAL SCIENCES, BOSTON, COURSES, CURRICULUM DEVELOPMENT, GRADE 7, GRADE 8, PILOT PROGRAMS, SUMMER WORKSHOPS, TEAM TEACHING,

START DATE 09-01-67

END DATE 08-31-68

THE THIRD PHASE OF A THREE-PHASE PROJECT WILL REFINE AND COMPLETE TWO COURSES FOR GRADES 7 AND 8 THAT HAVE BEEN BASED UPON A CULTURAL APPROACH TO THE STUDY OF HISTORY. THE COURSES HAVE BEEN PLANNED TO INTRODUCE STUDENTS TO EACH OF THE SOCIAL SCIENCES TO DEVELOP AN APPRECIATION FOR THE INTERDEPENDENCE OF SOCIAL SCIENCES, SCIENCES, AND HUMANITIES IN UNDERSTANDING MAN AND HIS CULTURE. THE OBJECTIVES IS TO DEVELOP STUDENTS' INTEREST IN THE NATURE OF MAN, THE NATURE OF CULTURE, AND MAN'S RELATIONSHIP TO HIS ENVIRONMENT. INSTRUMENTS TO MEASURE STUDENT PROGRESS, COURSE MATERIALS, AND OUTLINES FOR DISSEMINATION WILL BE DEVELOPED. INITIAL DEVELOPMENT OF THE TWO COURSES WAS DONE DURING THE FIRST TWO PHASES OF THIS THREE-PHASE PROJECT. THE SEVENTH-GRADE COURSE WAS DEVELOPED DURING A 6-WEEK WORKSHOP IN THE SUMMER OF 1965. A WORKSHOP IN THE SUMMER OF 1966 DEVELOPED THE EIGHTH-GRADE COURSE AND REDEFINED THE SEVENTH-GRADE COURSE. THE COURSES ARE BEING DEVELOPED BY A PROJECT TEAM CONSISTING OF THE TEACHERS OF THE COURSES AND THE COORDINATOR. AMONG THE METHODS USED, TEAM TEACHING HAS BEEN USED EXTENSIVELY. CONSULTANT SERVICES ALSO HAVE BEEN USED. (AL)



INSTITUTION INDEX

This index lists the titles of projects under the institution responsible for them. The index is arranged in alphabetical sequence by the name of the university, agency, association, etc. As shown in the example below, the accession number is displayed below and to the right of the title. Additional information about the project can be found under that number in the resume section.

PENNSYLVANIA STATE UNIV.

OPTIMUM PHYSICAL VIEWING CONDITIONS FOR A REAR
PROJECTION DAYLIGHT SCREEN, A STUDY OF THE
BR-6-1234 EP 000 000

Accession Number



- AEROSPACE EDUCATION FOUNDATION, WASHINGTON, D.C.
FEASIBILITY OF ADAPTING THREE AIR FORCE COURSES FOR CIVILIAN USE.
BR-8-8018 EP D10 946
- AMERICAN EDUCATIONAL RESEARCH ASSN., WASH., D.C.
AERA RESEARCH TRAINING PRESESSIONS.
BR-8-0100 EP D10 948
- ANTIOCH COLL., YELLOW SPRINGS, OHIO
CONTRASTIVE ANALYSIS OF CULTURAL DIFFERENCES WHICH INHIBIT COMMUNICATION BETWEEN AMERICANS AND COLUMBIANS.
BR-7-0267 EP D10 915
- BROOKS FOUNDATION, SANTA BARBARA, CALIF.
STUDY OF PERFORMING ARTS PROGRAMS FOR THE DISADVANTAGED.,A
BR-7-1104 EP D10 930
- CALIFORNIA STATE DEPT. OF EDUCATION, SACRAMENTO
CALIFORNIA STATE VOCATIONAL EDUCATION RESEARCH COORDINATING UNIT.
BR-7-0805 EP D10 920
- CALIFORNIA UNIV., BERKELEY
STUDY OF THE ORGANIZATION AND SEARCH OF BIBLIOGRAPHIC HOLDINGS RECORDS IN ON-LINE COMPUTER SYSTEMS.,A
BR-7-1083 EP D10 925
- CATHOLIC UNIV. OF AMERICA, WASHINGTON, D.C.
EFFECT OF MATERNAL ATTITUDES, TEACHER ATTITUDES, AND TYPE OF NURSERY SCHOOL TRAINING ON THE ABILITIES OF PRESCHOOL CHILDREN.
BR-7-C-048 EP D10 906
- CHICAGO UNIV., ILL.
STRUCTURAL DESCRIPTION OF THE PHONOLOGICAL SYSTEMS OF THE RUSSIAN DIALECTS.,A
BR-7-0656 EP D10 917
- CINCINNATI UNIV., OHIO
STUDY OF THE RESPONSE OF CINCINNATI VOTERS TO A REDUCTION IN ELEMENTARY AND SECONDARY SCHOOL SERVICES.,A
BR-7-E-161 EP D10 909
- COLLEGE OF WILLIAM AND MARY, WILLIAMSBURG, VA.
STUDY OF THE EFFECTS ON PUPIL ACHIEVEMENT OF CERTAIN AUDIO-VISUAL PRESENTATION SEQUENCES.,A
BR-8-C-005 EP D10 945
- COLORADO UNIV., BOULDER
EXPERIMENTAL STUDY USING COMPRESSED SPEECH WITH EDUCATIONALLY RETARDED STUDENTS.,AN
BR-7-8195 EP D10 940
- EARLHAM COLL., RICHMOND, IND.
TWO TECHNIQUES FOR TEACHING SCIENTIFIC METHOD IN INTRODUCTORY PSYCHOLOGY LABORATORIES--PHASE I, DEVELOPMENT OF THE EVALUATION INSTRUMENTS.
BR-7-E-194 EP D10 911
- EDUCATIONAL DEVELOPMENT ASSOCIATES, MANCHESTER, N.H.
IMAGE OF THE PUBLIC LIBRARY IN THE MIND OF THE RURAL CITIZEN.,THE
BR-7-1207 EP D10 936
- EDUCATIONAL TESTING SERVICE, PRINCETON, N.J.
INCOME AND INSTITUTION CHARACTERISTICS OF FEDERAL AID RECIPIENTS IN HIGHER EDUCATION.
BR-7-1076 EP D10 928
- GENERAL LEARNING CORP., WASHINGTON, D.C.
(EDUCATIONAL AFFILIATE OF TIME INC. AND GENERAL ELECTRIC CO.)
COST STUDY OF EDUCATIONAL MEDIA SYSTEMS AND THEIR EQUIPMENT COMPONENTS.,A
BR-7-9006 EP D10 942
- HARVARD UNIV., CAMBRIDGE, MASS.
PATHWAYS TO IDENTITY--THE DEVELOPMENT OF ASPIRATIONS AND VALUES IN URBAN NEGRO AND WHITE ADOLESCENTS.
BR-8-0085 EP D10 947
- HOLLINS COLL., VA.
COVERT ORAL BEHAVIOR DURING SILENT READING.
BR-7-1106 EP D10 931
- ILLINOIS UNIV., URBANA
ACQUISITION OF KNOWLEDGE IN RELATION TO INFORMATION, STORAGE AND RETRIEVAL.
BR-7-1213 EP D10 937
- PREPARATION OF A MANUAL FOR THE CONDUCT OF RESEARCH IN LIBRARIANSHIP.
BR-7-1217 EP D10 938
- STUDIES IN PUBLIC LIBRARY GOVERNMENT ORGANIZATION AND SUPPORT.
BR-7-1194 EP D10 935
- KANSAS UNIV., LAWRENCE
STUDY OF EDUCATION IN CENTRAL AMERICA.,A
BR-7-1124 EP D10 932
- TEACHING COMPOSITION SKILLS WITH WEEKLY MULTIPLE-CHOICE TESTS IN LETU OF THEME WRITING.
BR-8-8134 EP D10 904
- LOYOLA UNIV., CHICAGO, ILL.
COMPARATIVE STUDY OF PROBLEM SOLVING PROCESSES RELATIVE TO THE MODELS DEVELOPED BY JEAN PIAGET AND LOYOLA UNIVERSITY.,A
BR-7-E-192 EP D10 910
- MADISON COLL., HARRISONBURG, VA.
STUDENT TUTORIAL-COUNSELING PROGRAM AT MADISON COLLEGE.
BR-8-C-003 EP D10 944
- MARQUETTE UNIV., MILWAUKEE, WIS.
TEACHER TRAINING INSTITUTE IN DENTAL ASSISTING.
BR-7-0463 EP D10 916
- MASSACHUSETTS STATE DEPT. OF EDUCATION, BOSTON
DEVELOPMENT OF A PILOT PROGRAM FOR A CULTURAL APPROACH TO THE STUDY OF HISTORY IN GRADES SEVEN AND EIGHT.
BR-7-8483 EP D10 949

- MINNESOTA UNIV., MINNEAPOLIS
EDUCATIONAL RESOURCES INFORMATION CENTER CLEARINGHOUSE FOR
LIBRARY AND INFORMATION SCIENCES.,AN
BR-7-0866 EP 010 921
- NATIONAL PLANNING ASSN., WASHINGTON, D.C.
IMPLICATION OF SOCIAL AND ECONOMIC CHANGES FOR EDUCATIONAL
POLICY IN THE NEXT TWO DECADES--A PILOT STUDY.,THE
BR-7-0990 EP 010 927
- NEBRASKA UNIV., LINCOLN
DOUBLE PRACTICUM IN ELEMENTARY ENGLISH.,A
BR-7-0909 EP 010 923
- NEW YORK UNIV., N.Y.
TRI-UNIVERSITY PROJECT IN ELEMENTARY EDUCATION.
BR-7-0977 EP 010 926
- NORTH CAROLINA UNIV., CHAPEL HILL
FACTORS IN SCHOOL INTEGRATION DECISIONS OF NEGRO MOTHERS.
BR-7-C-043 EP 010 905
- NORTH DAKOTA UNIV., GRAND FORKS
EDUCATION OF INTEGRATED INDIAN PUPILS.,THE
BR-7-8397 EP 010 941
- NORTH READING PUBLIC SCHOOLS, MASS.
INVESTIGATION INTO THE PRACTICE OF "SCREEN EDUCATION" (THE
INTRODUCTION OF FILMS AND TELEVISION INTO EDUCATION AS AN
ESSENTIAL AREA OF STUDY).,AN
BR-6-1535 EP 010 899
- OHIO STATE UNIV., COLUMBUS
EFFICACY OF HOME ECONOMICS COURSES DESIGNED TO PREPARE
DISADVANTAGED PUPILS FOR THEIR HOMEMAKER FAMILY MEMBER ROLE
AND THE DUAL ROLES OF HOMEMAKER AND WAGE EARNER-PART C.,THE
BR-6-3049 EP 010 902
- PENNSYLVANIA STATE UNIV., UNIVERSITY PARK
(FORMERLY NAMED PENNSYLVANIA STATE COLL. - 1953.)
DEVELOPMENT OF AN EMPIRICAL MODEL FOR AN INSTRUCTIONAL
TELECAST IN ART.,THE
BR-6-B-003 EP 010 943
- PENNSYLVANIA STATE UNIV., UNIVERSITY PARK
COLLEGE OF HOME ECONOMICS
DEVELOPMENT AND EVALUATION OF COMPUTER-ASSISTED INSTRUCTION
FOR INSTRUMENTAL MUSIC.
BR-7-0760 EP 010 918
- PURDUE UNIV., LAFAYETTE, IND.
EFFICACY OF HOME ECONOMICS COURSES DESIGNED TO PREPARE
DISADVANTAGED PUPILS FOR THEIR HOMEMAKER FAMILY MEMBER ROLE
AND THE DUAL ROLES OF HOMEMAKER AND WAGE EARNER-PART A.,THE
BR-7-0006 EP 010 913
- R AND D CONSULTANTS CO., LOS ALTOS, CALIF.
EVALUATION OF THE UTILITY AND COST OF COMPUTERIZED LIBRARY
CATALOGS.,AN
BR-7-1102 EP 010 934
- ROCHESTER UNIV., N.Y.
USING PROGRAMMED FOREIGN LANGUAGE COURSES IN SECONDARY
SCHOOL WITH SPECIALLY TRAINED TEACHERS.
BR-7-0794 EP 010 919
- SAN FERNANDO VALLEY STATE COLL. FOUNDATION
NORTHridge, CALIF.
STUDY OF METHOD IN LANGUAGE AND CULTURE RESEARCH, PHASE
II--TEXTUAL ANALYSIS.,A
BR-6-2864 EP 010 901
- SOUTHERN ILLINOIS UNIV., CARBONDALE
EXPERIMENTAL STUDY OF CREATIVE PROBLEM SOLVING.,AN
BR-7-E-037 EP 010 908
- SPEECH ASSN. OF AMERICA, NEW YORK, N.Y.
CONFERENCE ON RESEARCH AND INSTRUCTIONAL DEVELOPMENT IN
SPEECH-COMMUNICATION.,A
BR-7-D193 EP 010 914
- STANFORD UNIV., CALIF., INST. FOR COMMUNIC. RES.
(FULL NAME - INST. FOR COMMUNICATION RESEARCH.)
ERIC CLEARINGHOUSE FOR EDUCATIONAL MEDIA AND TECHNOLOGY.
BR-7-0873 EP 010 922
- STATE UNIV. OF N.Y., ITHACA
COLL. OF HOME ECONOMICS AT CORNELL UNIV.
(CORNELL UNIV., ITHACA, N.Y., COLL. OF HOME ECON.)
EFFICACY OF HOME ECONOMICS COURSES DESIGNED TO PREPARE
DISADVANTAGED PUPILS FOR THEIR HOMEMAKER FAMILY ROLE AND THE
DUAL ROLES OF HOMEMAKER AND WAGE EARNER-PART B.,THE
BR-6-3050 EP 010 903
- SUMNER INST. OF LINGUISTICS, SANTA ANA, CALIF.
DISCOURSE, PARAGRAPH AND SENTENCE STRUCTURE OF SELECTED
PHILIPPINE LANGUAGES.
BR-6-2838 EP 010 900
- TECHNICAL EDUCATION RESEARCH CTR., WACO, TEX.
DEVELOPMENT AND EVALUATION OF EDUCATIONAL PROGRAMS IN
BIO-MEDICAL EQUIPMENT TECHNOLOGY.
BR-7-0973 EP 010 912
- VIRGINIA UNIV., CHARLOTTESVILLE
EFFECTS OF COURSES EMPLOYING SCHOOL MATHEMATICS STUDY GROUP
TEXTS ON STUDENTS' FIRST SEMESTER GRADES.,THE
BR-7-C-051 EP 010 907
- WASHINGTON UNIV., SEATTLE
STUDY OF HIGHER EDUCATION IN EAST GERMANY.,A
BR-7-1086 EP 010 929
- TRI-UNIVERSITY PROJECT IN ELEMENTARY EDUCATION (SOCIAL
SCIENCE).
BR-7-0908 EP 010 924
- WISCONSIN UNIV., MADISON
COMPARATIVE AND DEVELOPMENTAL STUDY OF THE EFFECTS OF
DESEGREGATION IN SELECTED PUBLIC SCHOOLS.,A
BR-7-1151 EP 010 933

Abstract

This index lists the titles of projects under the major subject terms that have been assigned to characterize their substance. The subjects, which conform to those presented in the Thesaurus of ERIC Descriptors, are in alphabetical order.

As shown in the example below, the accession number is displayed below and to the right of the title. Additional information about the project can be found under that number in the resume section.

AUDIOVISUAL AIDS

OPTIMUM PHYSICAL VIEWING CONDITIONS FOR A REAR
PROJECTION DAYLIGHT SCREEN, A STUDY OF THE
BR-8-1234 EP 000 000

Accession Number



ABILITY GROUPING

STUDENT TUTORIAL-COUNSELING PROGRAM AT MADISON COLLEGE.
BR-8-C-003 EP 010 944

ACADEMIC ACHIEVEMENT

THE EFFECTS OF COURSES EMPLOYING SCHOOL MATHEMATICS STUDY
GROUP TEXTS ON STUDENTS' FIRST SEMESTER GRADES.
BR-7-C-051 EP 010 907

ACHIEVEMENT GAINS

A STUDY OF THE EFFECTS ON PUPIL ACHIEVEMENT OF CERTAIN
AUDIO-VISUAL PRESENTATION SEQUENCES.
BR-8-C-005 EP 010 945

AMERICAN INDIANS

THE EDUCATION OF INTEGRATED INDIAN PUPILS.
BR-7-8397 EP 010 941

ANTHROPOLOGY

A STUDY OF METHOD IN LANGUAGE AND CULTURE RESEARCH, PHASE
II--TEXTUAL ANALYSIS.
BR-6-2864 EP 010 901

ART EDUCATION

THE DEVELOPMENT OF AN EMPIRICAL MODEL FOR AN
INSTRUCTIONAL TELECAST IN ART.
BR-8-B-003 EP 010 943

ASPIRATION

PATHWAYS TO IDENTITY--THE DEVELOPMENT OF ASPIRATIONS AND
VALUES IN URBAN NEGRO AND WHITE ADOLESCENTS.
BR-8-0085 EP 010 947

ASSOCIATE DEGREE

DEVELOPMENT AND EVALUATION OF EDUCATIONAL PROGRAMS IN
BIO-MEDICAL EQUIPMENT TECHNOLOGY.
BR-7-0973 EP 010 912

AUDIOVISUAL INSTRUCTION

A STUDY OF THE EFFECTS ON PUPIL ACHIEVEMENT OF CERTAIN
AUDIO-VISUAL PRESENTATION SEQUENCES.
BR-8-C-005 EP 010 945

BEHAVIOR PATTERNS

COVERT ORAL BEHAVIOR DURING SILENT READING.
BR-7-1108 EP 010 931

BEHAVIORAL SCIENCE RESEARCH

TRI-UNIVERSITY PROJECT IN ELEMENTARY EDUCATION.
BR-7-0977 EP 010 926

BIO-MEDICAL EQUIPMENT

DEVELOPMENT AND EVALUATION OF EDUCATIONAL PROGRAMS IN
BIO-MEDICAL EQUIPMENT TECHNOLOGY.
BR-7-0973 EP 010 912

CATALOGING

AN EVALUATION OF THE UTILITY AND COST OF COMPUTERIZED
LIBRARY CATALOGS.
BR-7-1182 EP 010 934

CHANGING ATTITUDES

A STUDY OF THE RESPONSE OF CINCINNATI VOTERS TO A
REDUCTION IN ELEMENTARY AND SECONDARY SCHOOL SERVICES.
BR-7-E-161 EP 010 909

CLEARINGHOUSES

AN EDUCATIONAL RESOURCES INFORMATION CENTER CLEARINGHOUSE
FOR LIBRARY AND INFORMATION SCIENCES.
BR-7-0866 EP 010 921

ERIC CLEARINGHOUSE FOR EDUCATIONAL MEDIA AND TECHNOLOGY.

BR-7-0873 EP 010 922

COGNITIVE PROCESSES

ACQUISITION OF KNOWLEDGE IN RELATION TO INFORMATION,
STORAGE AND RETRIEVAL.
BR-7-1213 EP 010 937

COLLEGE FRESHMEN

STUDENT TUTORIAL-COUNSELING PROGRAM AT MADISON COLLEGE.
BR-8-C-003 EP 010 944

COLLEGE STUDENTS

INCOME AND INSTITUTION CHARACTERISTICS OF FEDERAL AID
RECIPIENTS IN HIGHER EDUCATION.
BR-7-1076 EP 010 928

COMMUNICATION (THOUGHT TRANSFER)

A CONFERENCE ON RESEARCH AND INSTRUCTIONAL DEVELOPMENT IN
SPEECH-COMMUNICATION.
BR-7-0193 EP 010 914

COMMUNICATION PROBLEMS

CONTRASTIVE ANALYSIS OF CULTURAL DIFFERENCES WHICH
INHIBIT COMMUNICATION BETWEEN AMERICANS AND COLUMBIANS.
BR-7-0267 EP 010 915

COMMUNISM

A STUDY OF HIGHER EDUCATION IN EAST GERMANY.
BR-7-1006 EP 010 929

COMMUNITY ATTITUDES

A STUDY OF THE RESPONSE OF CINCINNATI VOTERS TO A
REDUCTION IN ELEMENTARY AND SECONDARY SCHOOL SERVICES.
BR-7-E-161 EP 010 909

THE IMAGE OF THE PUBLIC LIBRARY IN THE MIND OF THE RURAL
CITIZEN.

BR-7-1207 EP 010 936

COMPARATIVE ANALYSIS

A COMPARATIVE STUDY OF PROBLEM SOLVING PROCESSES RELATIVE
TO THE MODELS DEVELOPED BY JEAN PIAGET AND LOYOLA
UNIVERSITY.
BR-7-E-192 EP 010 910

COMPOSITION SKILLS (LITERARY)

TEACHING COMPOSITION SKILLS WITH WEEKLY MULTIPLE-CHOICE
TESTS IN LIEU OF THEME WRITING.
BR-6-8134 EP 010 904

COMPUTATIONAL LINGUISTICSACQUISITION OF KNOWLEDGE IN RELATION TO INFORMATION,
STORAGE AND RETRIEVAL.

BR-7-1213 EP 010 937

COMPUTER ASSISTED INSTRUCTIONDEVELOPMENT AND EVALUATION OF COMPUTER-ASSISTED
INSTRUCTION FOR INSTRUMENTAL MUSIC.

BR-7-0760 EP 010 918

COMPUTER ASSISTED PROGRAMSAN EVALUATION OF THE UTILITY AND COST OF COMPUTERIZED
LIBRARY CATALOGS.

BR-7-1182 EP 010 934

COMPUTER ORIENTED PROGRAMSA STUDY OF THE ORGANIZATION AND SEARCH OF BIBLIOGRAPHIC
HOLDINGS RECORDS IN ON-LINE COMPUTER SYSTEMS.

BR-7-1083 EP 010 925

CONCEPTUAL SCHEMESACQUISITION OF KNOWLEDGE IN RELATION TO INFORMATION,
STORAGE AND RETRIEVAL.

BR-7-1213 EP 010 937

CONFERENCESA CONFERENCE ON RESEARCH AND INSTRUCTIONAL DEVELOPMENT IN
SPEECH-COMMUNICATION.

BR-7-0193 EP 010 914

COUNSELING PROGRAMS

STUDENT TUTORIAL-COUNSELING PROGRAM AT MADISON COLLEGE.

BR-8-C-003 EP 010 944

COURSE CONTENTFEASIBILITY OF ADAPTING THREE AIR FORCE COURSES FOR
CIVILIAN USE.

BR-8-8018 EP 010 946

COURSE OBJECTIVESTHE EFFECTS OF COURSES EMPLOYING SCHOOL MATHEMATICS STUDY
GROUP TEXTS ON STUDENTS' FIRST SEMESTER GRADES.

BR-7-C-051 EP 010 907

COVERT RESPONSE

COVERT ORAL BEHAVIOR DURING SILENT READING.

BR-7-1106 EP 010 931

CREATIVE ACTIVITIES

AN EXPERIMENTAL STUDY OF CREATIVE PROBLEM SOLVING.

BR-7-E-037 EP 010 908

CREATIVE THINKING

AN EXPERIMENTAL STUDY OF CREATIVE PROBLEM SOLVING.

BR-7-E-037 EP 010 908

CULTURAL CONTEXTDEVELOPMENT OF A PILOT PROGRAM FOR A CULTURAL APPROACH TO
THE STUDY OF HISTORY IN GRADES SEVEN AND EIGHT.

BR-7-8403 EP 010 949

CULTURAL DIFFERENCESCONTRASTIVE ANALYSIS OF CULTURAL DIFFERENCES WHICH
INHIBIT COMMUNICATION BETWEEN AMERICANS AND COLUMBIANS.

BR-7-0267 EP 010 915

CULTURAL EDUCATIONAN INVESTIGATION INTO THE PRACTICE OF "SCREEN EDUCATION"
(THE INTRODUCTION OF FILMS AND TELEVISION INTO EDUCATION
AS AN ESSENTIAL AREA OF STUDY).

BR-6-1535 EP 010 899

CULTURE CONFLICTCONTRASTIVE ANALYSIS OF CULTURAL DIFFERENCES WHICH
INHIBIT COMMUNICATION BETWEEN AMERICANS AND COLUMBIANS.

BR-7-0267 EP 010 915

CURRICULUM DEVELOPMENT

TRI-UNIVERSITY PROJECT IN ELEMENTARY EDUCATION.

BR-7-0977 EP 010 926

CURRICULUM EVALUATIONFEASIBILITY OF ADAPTING THREE AIR FORCE COURSES FOR
CIVILIAN USE.

BR-8-8018 EP 010 946

CURRICULUM PLANNINGA CONFERENCE ON RESEARCH AND INSTRUCTIONAL DEVELOPMENT IN
SPEECH-COMMUNICATION.

BR-7-0193 EP 010 914

DATA COLLECTION

A STUDY OF PERFORMING ARTS PROGRAMS FOR THE DISADVANTAGED.

BR-7-1104 EP 010 930

AN EVALUATION OF THE UTILITY AND COST OF COMPUTERIZED
LIBRARY CATALOGS.

BR-7-1182 EP 010 934

DATA PROCESSINGA STUDY OF THE ORGANIZATION AND SEARCH OF BIBLIOGRAPHIC
HOLDINGS RECORDS IN ON-LINE COMPUTER SYSTEMS.

BR-7-1083 EP 010 925

DEMONSTRATION PROGRAMS

TEACHER TRAINING INSTITUTE IN DENTAL ASSISTING.

BR-7-0463 EP 010 916

DENTAL ASSISTANTS

TEACHER TRAINING INSTITUTE IN DENTAL ASSISTING.

BR-7-0463 EP 010 916

DIALECT STUDIESA STRUCTURAL DESCRIPTION OF THE PHONOLOGICAL SYSTEMS OF
THE RUSSIAN DIALECTS.

BR-7-0656 EP 010 917

DISADVANTAGED YOUTH

THE EFFICACY OF HOME ECONOMICS COURSES DESIGNED TO PREPARE DISADVANTAGED PUPILS FOR THEIR HOMEMAKER FAMILY MEMBER ROLE AND THE DUAL ROLES OF HOMEMAKER AND WAGE EARNER-PART C.

BR-6-3049 EP 010 902

THE EFFICACY OF HOME ECONOMICS COURSES DESIGNED TO PREPARE DISADVANTAGED PUPILS FOR THEIR HOMEMAKER FAMILY ROLE AND THE DUAL ROLES OF HOMEMAKER AND WAGE EARNER-PART B.

BR-6-3050 EP 010 903

DEVELOPMENT AND EVALUATION OF EDUCATIONAL PROGRAMS IN BIO-MEDICAL EQUIPMENT TECHNOLOGY.

BR-7-0973 EP 010 912

THE EFFICACY OF HOME ECONOMICS COURSES DESIGNED TO PREPARE DISADVANTAGED PUPILS FOR THEIR HOMEMAKER FAMILY MEMBER ROLE AND THE DUAL ROLES OF HOMEMAKER AND WAGE EARNER-PART A.

BR-7-0006 EP 010 913

A STUDY OF PERFORMING ARTS PROGRAMS FOR THE DISADVANTAGED.

BR-7-1104 EP 010 930

PATHWAYS TO IDENTITY--THE DEVELOPMENT OF ASPIRATIONS AND VALUES IN URBAN NEGRO AND WHITE ADOLESCENTS.

BR-8-0085 EP 010 947

DOCTORAL PROGRAMS

PREPARATION OF A MANUAL FOR THE CONDUCT OF RESEARCH IN LIBRARIANSHIP.

BR-7-1217 EP 010 936

ECONOMIC CLIMATE

THE IMPLICATION OF SOCIAL AND ECONOMIC CHANGES FOR EDUCATIONAL POLICY IN THE NEXT TWO DECADES--A PILOT STUDY.

BR-7-0990 EP 010 927

ECONOMICALLY DISADVANTAGED

THE EFFICACY OF HOME ECONOMICS COURSES DESIGNED TO PREPARE DISADVANTAGED PUPILS FOR THEIR HOMEMAKER FAMILY MEMBER ROLE AND THE DUAL ROLES OF HOMEMAKER AND WAGE EARNER-PART C.

BR-6-3049 EP 010 902

THE EFFICACY OF HOME ECONOMICS COURSES DESIGNED TO PREPARE DISADVANTAGED PUPILS FOR THEIR HOMEMAKER FAMILY ROLE AND THE DUAL ROLES OF HOMEMAKER AND WAGE EARNER-PART B.

BR-6-3050 EP 010 903

THE EFFICACY OF HOME ECONOMICS COURSES DESIGNED TO PREPARE DISADVANTAGED PUPILS FOR THEIR HOMEMAKER FAMILY MEMBER ROLE AND THE DUAL ROLES OF HOMEMAKER AND WAGE EARNER-PART A.

BR-7-0006 EP 010 913

EDUCATIONAL EQUIPMENT

A COST STUDY OF EDUCATIONAL MEDIA SYSTEMS AND THEIR EQUIPMENT COMPONENTS.

BR-7-9006 EP 010 942

EDUCATIONAL FINANCE

A COST STUDY OF EDUCATIONAL MEDIA SYSTEMS AND THEIR EQUIPMENT COMPONENTS.

BR-7-9006 EP 010 942

EDUCATIONAL OBJECTIVES

AN ANALYSIS OF CERTAIN PROFESSIONAL LIBRARY OCCUPATIONS IN RELATION TO FORMAL EDUCATIONAL OBJECTIVES.

BR-7-1228 EP 010 939

EDUCATIONAL PLANNING

THE IMPLICATION OF SOCIAL AND ECONOMIC CHANGES FOR EDUCATIONAL POLICY IN THE NEXT TWO DECADES--A PILOT STUDY.

BR-7-0990 EP 010 927

FEASIBILITY OF ADAPTING THREE AIR FORCE COURSES FOR CIVILIAN USE.

BR-8-8018 EP 010 946

EDUCATIONAL POLICY

THE IMPLICATION OF SOCIAL AND ECONOMIC CHANGES FOR EDUCATIONAL POLICY IN THE NEXT TWO DECADES--A PILOT STUDY.

BR-7-0990 EP 010 927

A STUDY OF HIGHER EDUCATION IN EAST GERMANY.

BR-7-1086 EP 010 929

EDUCATIONAL PROGRAMS

A STUDY OF EDUCATION IN CENTRAL AMERICA.

BR-7-1124 EP 010 932

EDUCATIONAL RESEARCH

THE IMPLICATION OF SOCIAL AND ECONOMIC CHANGES FOR EDUCATIONAL POLICY IN THE NEXT TWO DECADES--A PILOT STUDY.

BR-7-0990 EP 010 927

EDUCATIONAL RESOURCES

AN EDUCATIONAL RESOURCES INFORMATION CENTER CLEARINGHOUSE FOR LIBRARY AND INFORMATION SCIENCES.

BR-7-0866 EP 010 921

ERIC CLEARINGHOUSE FOR EDUCATIONAL MEDIA AND TECHNOLOGY.

BR-7-0873 EP 010 922

EDUCATIONAL STRATEGIES

TRI-UNIVERSITY PROJECT IN ELEMENTARY EDUCATION.

BR-7-0977 EP 010 926

EDUCATIONAL TRENDS

A STUDY OF EDUCATION IN CENTRAL AMERICA.

BR-7-1124 EP 010 932

EDUCATIONALLY DISADVANTAGED

AN EXPERIMENTAL STUDY USING COMPRESSED SPEECH WITH
EDUCATIONALLY RETARDED STUDENTS.

BR-7-8195 EP 010 940

ELEMENTARY EDUCATION

A DOUBLE PRACTICUM IN ELEMENTARY ENGLISH.

BR-7-0909 EP 010 923

TRI-UNIVERSITY PROJECT IN ELEMENTARY EDUCATION (SOCIAL
SCIENCE).

BR-7-0908 EP 010 924

TRI-UNIVERSITY PROJECT IN ELEMENTARY EDUCATION.

BR-7-0977 EP 010 926

ELEMENTARY SCHOOL TEACHERS

A DOUBLE PRACTICUM IN ELEMENTARY ENGLISH.

BR-7-0909 EP 010 923

TRI-UNIVERSITY PROJECT IN ELEMENTARY EDUCATION (SOCIAL
SCIENCE).

BR-7-0908 EP 010 924

ENGLISH INSTRUCTION

A DOUBLE PRACTICUM IN ELEMENTARY ENGLISH.

BR-7-0909 EP 010 923

ENVIRONMENTAL INFLUENCES

PATHWAYS TO IDENTITY--THE DEVELOPMENT OF ASPIRATIONS AND
VALUES IN URBAN NEGRO AND WHITE ADOLESCENTS.

BR-8-0085 EP 010 947

FACTOR ANALYSIS

A COMPARATIVE AND DEVELOPMENTAL STUDY OF THE EFFECTS OF
DESEGREGATION IN SELECTED PUBLIC SCHOOLS.

BR-7-1191 EP 010 933

FAMILY LIFE

THE EFFICACY OF HOME ECONOMICS COURSES DESIGNED TO
PREPARE DISADVANTAGED PUPILS FOR THEIR HOMEMAKER FAMILY
MEMBER ROLE AND THE DUAL ROLES OF HOMEMAKER AND WAGE
EARNER--PART C.

BR-8-3049 EP 010 902

THE EFFICACY OF HOME ECONOMICS COURSES DESIGNED TO
PREPARE DISADVANTAGED PUPILS FOR THEIR HOMEMAKER FAMILY
ROLE AND THE DUAL ROLES OF HOMEMAKER AND WAGE EARNER--PART
B.

BR-8-3050 EP 010 903

THE EFFICACY OF HOME ECONOMICS COURSES DESIGNED TO
PREPARE DISADVANTAGED PUPILS FOR THEIR HOMEMAKER FAMILY
MEMBER ROLE AND THE DUAL ROLES OF HOMEMAKER AND WAGE
EARNER--PART A.

BR-7-0006 EP 010 913

FEDERAL AID

INCOME AND INSTITUTION CHARACTERISTICS OF FEDERAL AID
RECIPIENTS IN HIGHER EDUCATION.

BR-7-1076 EP 010 920

FIELD TRIPS

DISCOURSE, PARAGRAPH AND SENTENCE STRUCTURE OF SELECTED
PHILIPPINE LANGUAGES.

BR-6-2838 EP 010 900

FILMS

AN INVESTIGATION INTO THE PRACTICE OF "SCREEN EDUCATION"
(THE INTRODUCTION OF FILMS AND TELEVISION INTO EDUCATION
AS AN ESSENTIAL AREA OF STUDY).

BR-6-1535 EP 010 899

FILMSTRIPS

A STUDY OF THE EFFECTS ON PUPIL ACHIEVEMENT OF CERTAIN
AUDIO-VISUAL PRESENTATION SEQUENCES.

BR-8-C-005 EP 010 945

FINANCIAL NEEDS

INCOME AND INSTITUTION CHARACTERISTICS OF FEDERAL AID
RECIPIENTS IN HIGHER EDUCATION.

BR-7-1076 EP 010 920

FINANCIAL SUPPORT

INCOME AND INSTITUTION CHARACTERISTICS OF FEDERAL AID
RECIPIENTS IN HIGHER EDUCATION.

BR-7-1076 EP 010 920

STUDIES IN PUBLIC LIBRARY GOVERNMENT ORGANIZATION AND
SUPPORT.

BR-7-1194 EP 010 935

FREE CHOICE TRANSFER PROGRAMS

FACTORS IN SCHOOL INTEGRATION DECISIONS OF NEGRO MOTHERS.

BR-7-C-043 EP 010 905

GOVERNMENT (ADMINISTRATIVE BODY)

STUDIES IN PUBLIC LIBRARY GOVERNMENT ORGANIZATION AND
SUPPORT.

BR-7-1194 EP 010 935

GROUP BEHAVIOR

PATHWAYS TO IDENTITY--THE DEVELOPMENT OF ASPIRATIONS AND
VALUES IN URBAN NEGRO AND WHITE ADOLESCENTS.

BR-8-0085 EP 010 947

HIGHER EDUCATION

A STUDY OF HIGHER EDUCATION IN EAST GERMANY.

BR-7-1086 EP 010 929

AERA RESEARCH TRAINING PRESESSIONS.

BR-8-D100 EP 010 940

HISTORY INSTRUCTION

DEVELOPMENT OF A PILOT PROGRAM FOR A CULTURAL APPROACH TO
THE STUDY OF HISTORY IN GRADES SEVEN AND EIGHT.

BR-7-8483 EP 010 949

HOME ECONOMICS EDUCATION

THE EFFICACY OF HOME ECONOMICS COURSES DESIGNED TO PREPARE DISADVANTAGED PUPILS FOR THEIR HOMEMAKER FAMILY MEMBER ROLE AND THE DUAL ROLES OF HOMEMAKER AND WAGE EARNER-PART C.
BR-6-3049

EP 010 902

THE EFFICACY OF HOME ECONOMICS COURSES DESIGNED TO PREPARE DISADVANTAGED PUPILS FOR THEIR HOMEMAKER FAMILY ROLE AND THE DUAL ROLES OF HOMEMAKER AND WAGE EARNER-PART B.

BR-6-3050

EP 010 903

THE EFFICACY OF HOME ECONOMICS COURSES DESIGNED TO PREPARE DISADVANTAGED PUPILS FOR THEIR HOMEMAKER FAMILY MEMBER ROLE AND THE DUAL ROLES OF HOMEMAKER AND WAGE EARNER-PART A.

BR-7-0006

EP 010 913

INDIVIDUAL DIFFERENCES

PATHWAYS TO IDENTITY--THE DEVELOPMENT OF ASPIRATIONS AND VALUES IN URBAN NEGRO AND WHITE ADOLESCENTS.

BR-8-0085

EP 010 947

INFORMATION DISSEMINATION

CALIFORNIA STATE VOCATIONAL EDUCATION RESEARCH COORDINATING UNIT.

BR-7-0805

EP 010 920

INFORMATION PROCESSING

AN EDUCATIONAL RESOURCES INFORMATION CENTER CLEARINGHOUSE FOR LIBRARY AND INFORMATION SCIENCES.

BR-7-0866

EP 010 921

ERIC CLEARINGHOUSE FOR EDUCATIONAL MEDIA AND TECHNOLOGY.

BR-7-0873

EP 010 922

AN EVALUATION OF THE UTILITY AND COST OF COMPUTERIZED LIBRARY CATALOGS.

BR-7-1182

EP 010 934

INFORMATION RETRIEVAL

ACQUISITION OF KNOWLEDGE IN RELATION TO INFORMATION, STORAGE AND RETRIEVAL.

BR-7-1213

EP 010 937

INFORMATION SYSTEMS

A STUDY OF THE ORGANIZATION AND SEARCH OF BIBLIOGRAPHIC HOLDINGS RECORDS IN ON-LINE COMPUTER SYSTEMS.

BR-7-1083

EP 010 925

INSTITUTES (TRAINING PROGRAMS)

TEACHER TRAINING INSTITUTE IN DENTAL ASSISTING.

BR-7-0463

EP 010 916

A DOUBLE PRACTICUM IN ELEMENTARY ENGLISH.

BR-7-0909

EP 010 923

TRI-UNIVERSITY PROJECT IN ELEMENTARY EDUCATION (SOCIAL SCIENCE).

BR-7-0908

EP 010 924

AERA RESEARCH TRAINING PRESESSIONS.

BR-8-0100

EP 010 948

INSTRUCTIONAL AIDS

A STUDY OF PERFORMING ARTS PROGRAMS FOR THE DISADVANTAGED.

BR-7-1104

EP 010 930

INSTRUCTIONAL MATERIALS

ERIC CLEARINGHOUSE FOR EDUCATIONAL MEDIA AND TECHNOLOGY.

BR-7-0873

EP 010 922

INSTRUCTIONAL MEDIA

AN INVESTIGATION INTO THE PRACTICE OF "SCREEN EDUCATION" (THE INTRODUCTION OF FILMS AND TELEVISION INTO EDUCATION AS AN ESSENTIAL AREA OF STUDY).

BR-6-1535

EP 010 899

INSTRUCTIONAL TECHNOLOGY

DEVELOPMENT AND EVALUATION OF COMPUTER-ASSISTED INSTRUCTION FOR INSTRUMENTAL MUSIC.

BR-7-0780

EP 010 918

USING PROGRAMMED FOREIGN LANGUAGE COURSES IN SECONDARY SCHOOL WITH SPECIALLY TRAINED TEACHERS.

BR-7-0794

EP 010 919

ERIC CLEARINGHOUSE FOR EDUCATIONAL MEDIA AND TECHNOLOGY.

BR-7-0873

EP 010 922

A COST STUDY OF EDUCATIONAL MEDIA SYSTEMS AND THEIR EQUIPMENT COMPONENTS.

BR-7-9006

EP 010 942

THE DEVELOPMENT OF AN EMPIRICAL MODEL FOR AN INSTRUCTIONAL TELECAST IN ART.

BR-8-8-003

EP 010 943

A STUDY OF THE EFFECTS ON PUPIL ACHIEVEMENT OF CERTAIN AUDIO-VISUAL PRESENTATION SEQUENCES.

BR-8-C-005

EP 010 945

INTEGRATED CURRICULUM

THE EFFICACY OF HOME ECONOMICS COURSES DESIGNED TO PREPARE DISADVANTAGED PUPILS FOR THEIR HOMEMAKER FAMILY MEMBER ROLE AND THE DUAL ROLES OF HOMEMAKER AND WAGE EARNER-PART C.

BR-6-3049

EP 010 902

THE EFFICACY OF HOME ECONOMICS COURSES DESIGNED TO PREPARE DISADVANTAGED PUPILS FOR THEIR HOMEMAKER FAMILY ROLE AND THE DUAL ROLES OF HOMEMAKER AND WAGE EARNER-PART B.

BR-6-3050

EP 010 903

INTEGRATED CURRICULUM

(CONTINUED)

THE EFFICACY OF HOME ECONOMICS COURSES DESIGNED TO
PREPARE DISADVANTAGED PUPILS FOR THEIR HOMEMAKER FAMILY
MEMBER ROLE AND THE DUAL ROLES OF HOMEMAKER AND WAGE
EARNER--PART A.

BR-7-0006

EP 010 913

INTEGRATION EFFECTS

A COMPARATIVE AND DEVELOPMENTAL STUDY OF THE EFFECTS OF
DESEGREGATION IN SELECTED PUBLIC SCHOOLS.

BR-7-1151

EP 010 933

THE EDUCATION OF INTEGRATED INDIAN PUPILS.

BR-7-8397

EP 010 941

INTEGRATION READINESS

THE EDUCATION OF INTEGRATED INDIAN PUPILS.

BR-7-8397

EP 010 941

INTEGRATION STUDIES

FACTORS IN SCHOOL INTEGRATION DECISIONS OF NEGRO MOTHERS.

BR-7-C-043

EP 010 905

A COMPARATIVE AND DEVELOPMENTAL STUDY OF THE EFFECTS OF
DESEGREGATION IN SELECTED PUBLIC SCHOOLS.

BR-7-1151

EP 010 933

INTERDISCIPLINARY APPROACH

DEVELOPMENT OF A PILOT PROGRAM FOR A CULTURAL APPROACH TO
THE STUDY OF HISTORY IN GRADES SEVEN AND EIGHT.

BR-7-8483

EP 010 949

INTERNATIONAL EDUCATION

A STUDY OF EDUCATION IN CENTRAL AMERICA.

BR-7-1124

EP 010 932

JOB ANALYSIS

AN ANALYSIS OF CERTAIN PROFESSIONAL LIBRARY OCCUPATIONS
IN RELATION TO FORMAL EDUCATIONAL OBJECTIVES.

BR-7-1228

EP 010 939

JOB SKILLS

THE EFFICACY OF HOME ECONOMICS COURSES DESIGNED TO
PREPARE DISADVANTAGED PUPILS FOR THEIR HOMEMAKER FAMILY
MEMBER ROLE AND THE DUAL ROLES OF HOMEMAKER AND WAGE
EARNER--PART C.

BR-8-3049

EP 010 902

THE EFFICACY OF HOME ECONOMICS COURSES DESIGNED TO
PREPARE DISADVANTAGED PUPILS FOR THEIR HOMEMAKER FAMILY
MEMBER ROLE AND THE DUAL ROLES OF HOMEMAKER AND WAGE
EARNER--PART A.

BR-7-0006

EP 010 913

JUNIOR HIGH SCHOOL

DEVELOPMENT OF A PILOT PROGRAM FOR A CULTURAL APPROACH TO
THE STUDY OF HISTORY IN GRADES SEVEN AND EIGHT.

BR-7-8483

EP 010 949

LABORATORIES

TWO TECHNIQUES FOR TEACHING SCIENTIFIC METHOD IN
INTRODUCTORY PSYCHOLOGY LABORATORIES--PHASE I,
DEVELOPMENT OF THE EVALUATION INSTRUMENTS.

BR-7-E-194

EP 010 911

LANGUAGE INSTRUCTION

A STUDY OF METHOD IN LANGUAGE AND CULTURE RESEARCH, PHASE
II--TEXTUAL ANALYSIS.

BR-6-2864

EP 010 901

USING PROGRAMMED FOREIGN LANGUAGE COURSES IN SECONDARY
SCHOOL WITH SPECIALLY TRAINED TEACHERS.

BR-7-0794

EP 010 919

LANGUAGE RESEARCH

A STUDY OF METHOD IN LANGUAGE AND CULTURE RESEARCH, PHASE
II--TEXTUAL ANALYSIS.

BR-6-2864

EP 010 901

A STRUCTURAL DESCRIPTION OF THE PHONOLOGICAL SYSTEMS OF
THE RUSSIAN DIALECTS.

BR-7-0656

EP 010 917

LATIN AMERICAN CULTURE

CONTRASTIVE ANALYSIS OF CULTURAL DIFFERENCES WHICH
INHIBIT COMMUNICATION BETWEEN AMERICANS AND COLUMBIANS.

BR-7-0267

EP 010 915

LIBRARIES

A STUDY OF THE ORGANIZATION AND SEARCH OF BIBLIOGRAPHIC
HOLDINGS RECORDS IN ON-LINE COMPUTER SYSTEMS.

BR-7-1083

EP 010 925

AN EVALUATION OF THE UTILITY AND COST OF COMPUTERIZED
LIBRARY CATALOGS.

BR-7-1182

EP 010 934

LIBRARY FACILITIES

A STUDY OF THE ORGANIZATION AND SEARCH OF BIBLIOGRAPHIC
HOLDINGS RECORDS IN ON-LINE COMPUTER SYSTEMS.

BR-7-1083

EP 010 925

LIBRARY SCIENCE

AN EDUCATIONAL RESOURCES INFORMATION CENTER CLEARINGHOUSE
FOR LIBRARY AND INFORMATION SCIENCES.

BR-7-0866

EP 010 921

PREPARATION OF A MANUAL FOR THE CONDUCT OF RESEARCH IN
LIBRARIANSHIP.

BR-7-1217

EP 010 930

LIBRARY SERVICES

THE IMAGE OF THE PUBLIC LIBRARY IN THE MIND OF THE RURAL
CITIZEN.

BR-7-1207

EP 010 936

AN ANALYSIS OF CERTAIN PROFESSIONAL LIBRARY OCCUPATIONS
IN RELATION TO FORMAL EDUCATIONAL OBJECTIVES.

BR-7-1228

EP 010 939

LINGUISTIC PATTERNS

A STUDY OF METHOD IN LANGUAGE AND CULTURE RESEARCH, PHASE
II--TEXTUAL ANALYSIS.

BR-6-2884 EP 010 901

LINGUISTIC THEORY

DISCOURSE, PARAGRAPH AND SENTENCE STRUCTURE OF SELECTED
PHILIPPINE LANGUAGES.

BR-6-2838 EP 010 900

LITERATURE REVIEWS

A STUDY OF HIGHER EDUCATION IN EAST GERMANY.

BR-7-1086 EP 010 929

A STUDY OF EDUCATION IN CENTRAL AMERICA.

BR-7-1124 EP 010 932

LOW ACHIEVERS

STUDENT TUTORIAL-COUNSELING PROGRAM AT MADISON COLLEGE.

BR-8-C-003 EP 010 944

MALAYO POLYNESIAN LANGUAGES

DISCOURSE, PARAGRAPH AND SENTENCE STRUCTURE OF SELECTED
PHILIPPINE LANGUAGES.

BR-6-2838 EP 010 900

MANUALS

PREPARATION OF A MANUAL FOR THE CONDUCT OF RESEARCH IN
LIBRARIANSHIP.

BR-7-1217 EP 010 938

MATERIAL DEVELOPMENT

THE DEVELOPMENT OF AN EMPIRICAL MODEL FOR AN
INSTRUCTIONAL TELECAST IN ART.

BR-8-B-003 EP 010 943

MATHEMATICS CURRICULUM

THE EFFECTS OF COURSES EMPLOYING SCHOOL MATHEMATICS STUDY
GROUP TEXTS ON STUDENTS' FIRST SEMESTER GRADES.

BR-7-C-051 EP 010 907

MATHEMATICS MATERIALS

THE EFFECTS OF COURSES EMPLOYING SCHOOL MATHEMATICS STUDY
GROUP TEXTS ON STUDENTS' FIRST SEMESTER GRADES.

BR-7-C-051 EP 010 907

MEASUREMENT INSTRUMENTS

THE EFFICACY OF HOME ECONOMICS COURSES DESIGNED TO
PREPARE DISADVANTAGED PUPILS FOR THEIR HOMEMAKER FAMILY
ROLE AND THE DUAL ROLES OF HOMEMAKER AND WAGE EARNER-PART
B.

BR-6-3050 EP 010 903

THE DEVELOPMENT OF AN EMPIRICAL MODEL FOR AN
INSTRUCTIONAL TELECAST IN ART.

BR-8-B-003 EP 010 943

MEDIA RESEARCH

A COST STUDY OF EDUCATIONAL MEDIA SYSTEMS AND THEIR
EQUIPMENT COMPONENTS.

BR-7-9006 EP 010 942

THE DEVELOPMENT OF AN EMPIRICAL MODEL FOR AN
INSTRUCTIONAL TELECAST IN ART.

BR-8-B-003 EP 010 943

METHODS RESEARCH

AN EXPERIMENTAL STUDY USING COMPRESSED SPEECH WITH
EDUCATIONALLY RETARDED STUDENTS.

BR-7-8195 EP 010 940

A STUDY OF THE EFFECTS ON PUPIL ACHIEVEMENT OF CERTAIN
AUDIO-VISUAL PRESENTATION SEQUENCES.

BR-8-C-005 EP 010 945

MINORITY GROUP CHILDREN

THE EDUCATION OF INTEGRATED INDIAN PUPILS.

BR-7-8397 EP 010 941

MODELS

A COST STUDY OF EDUCATIONAL MEDIA SYSTEMS AND THEIR
EQUIPMENT COMPONENTS.

BR-7-9006 EP 010 942

MOTHER ATTITUDES

EFFECT OF MATERNAL ATTITUDES, TEACHER ATTITUDES, AND TYPE
OF NURSERY SCHOOL TRAINING ON THE ABILITIES OF PRESCHOOL
CHILDREN.

BR-7-C-048 EP 010 906

MULTIPLE CHOICE TESTS

TEACHING COMPOSITION SKILLS WITH WEEKLY MULTIPLE-CHOICE
TESTS IN LEIU OF THEME WRITING.

BR-6-8134 EP 010 904

MUSIC EDUCATION

DEVELOPMENT AND EVALUATION OF COMPUTER-ASSISTED
INSTRUCTION FOR INSTRUMENTAL MUSIC.

BR-7-0760 EP 010 918

NEGRO MOTHERS

FACTORS IN SCHOOL INTEGRATION DECISIONS OF NEGRO MOTHERS.

BR-7-C-043 EP 010 905

NURSERY SCHOOLS

EFFECT OF MATERNAL ATTITUDES, TEACHER ATTITUDES, AND TYPE
OF NURSERY SCHOOL TRAINING ON THE ABILITIES OF PRESCHOOL
CHILDREN.

BR-7-C-048 EP 010 906

OBJECTIVE TESTS

TEACHING COMPOSITION SKILLS WITH WEEKLY MULTIPLE-CHOICE
TESTS IN LEIU OF THEME WRITING.

BR-6-8134 EP 010 904

OCCUPATIONAL SURVEYS

AN ANALYSIS OF CERTAIN PROFESSIONAL LIBRARY OCCUPATIONS
IN RELATION TO FORMAL EDUCATIONAL OBJECTIVES.

BR-7-1228 EP 010 939

ORAL COMMUNICATION

A CONFERENCE ON RESEARCH AND INSTRUCTIONAL DEVELOPMENT IN
SPEECH-COMMUNICATION.

BR-7-0193 EP 010 914

ORGANIZATION

STUDIES IN PUBLIC LIBRARY GOVERNMENT ORGANIZATION AND
SUPPORT.

BR-7-1194 EP 010 935

PAPAGO

A STUDY OF METHOD IN LANGUAGE AND CULTURE RESEARCH, PHASE
II--TEXTUAL ANALYSIS.

BR-6-2864 EP 010 901

PHONOLOGY

A STRUCTURAL DESCRIPTION OF THE PHONOLOGICAL SYSTEMS OF
THE RUSSIAN DIALECTS.

BR-7-0656 EP 010 917

POLICY FORMATION

THE IMPLICATION OF SOCIAL AND ECONOMIC CHANGES FOR
EDUCATIONAL POLICY IN THE NEXT TWO DECADES--A PILOT STUDY.

BR-7-0990 EP 010 927

PREDICTIVE ABILITY (TESTING)

THE EFFECTS OF COURSES EMPLOYING SCHOOL MATHEMATICS STUDY
GROUP TEXTS ON STUDENTS' FIRST SEMESTER GRADES.

BR-7-C-051 EP 010 907

PRESCHOOL CHILDREN

EFFECT OF MATERNAL ATTITUDES, TEACHER ATTITUDES, AND TYPE
OF NURSERY SCHOOL TRAINING ON THE ABILITIES OF PRESCHOOL
CHILDREN.

BR-7-C-048 EP 010 906

PRESCHOOL LEARNING

EFFECT OF MATERNAL ATTITUDES, TEACHER ATTITUDES, AND TYPE
OF NURSERY SCHOOL TRAINING ON THE ABILITIES OF PRESCHOOL
CHILDREN.

BR-7-C-048 EP 010 906

PROBLEM SETS

A COMPARATIVE STUDY OF PROBLEM SOLVING PROCESSES RELATIVE
TO THE MODELS DEVELOPED BY JEAN PIAGET AND LOYOLA
UNIVERSITY.

BR-7-E-192 EP 010 910

PROBLEM SOLVING

AN EXPERIMENTAL STUDY OF CREATIVE PROBLEM SOLVING.

BR-7-E-037 EP 010 908

A COMPARATIVE STUDY OF PROBLEM SOLVING PROCESSES RELATIVE
TO THE MODELS DEVELOPED BY JEAN PIAGET AND LOYOLA
UNIVERSITY.

BR-7-E-192 EP 010 910

PROGRAM ATTITUDES

USING PROGRAMMED FOREIGN LANGUAGE COURSES IN SECONDARY
SCHOOL WITH SPECIALLY TRAINED TEACHERS.

BR-7-0794 EP 010 919

PROGRAM COSTS

AN EVALUATION OF THE UTILITY AND COST OF COMPUTERIZED
LIBRARY CATALOGS.

BR-7-1182 EP 010 934

PROGRAM DEVELOPMENT

DEVELOPMENT AND EVALUATION OF EDUCATIONAL PROGRAMS IN
BIO-MEDICAL EQUIPMENT TECHNOLOGY.

BR-7-0973 EP 010 912

DEVELOPMENT AND EVALUATION OF COMPUTER-ASSISTED
INSTRUCTION FOR INSTRUMENTAL MUSIC.

BR-7-0760 EP 010 918

CALIFORNIA STATE VOCATIONAL EDUCATION RESEARCH
COORDINATING UNIT.

BR-7-0805 EP 010 920

PROGRAM EVALUATION

TEACHING COMPOSITION SKILLS WITH WEEKLY MULTIPLE-CHOICE
TESTS IN LEU OF THEMATIC WRITING.

BR-6-8134 EP 010 904

USING PROGRAMMED FOREIGN LANGUAGE COURSES IN SECONDARY
SCHOOL WITH SPECIALLY TRAINED TEACHERS.

BR-7-0794 EP 010 919

CALIFORNIA STATE VOCATIONAL EDUCATION RESEARCH
COORDINATING UNIT.

BR-7-0805 EP 010 920

AN EDUCATIONAL RESOURCES INFORMATION CENTER CLEARINGHOUSE
FOR LIBRARY AND INFORMATION SCIENCES.

BR-7-0866 EP 010 921

PROGRAMED INSTRUCTION

USING PROGRAMMED FOREIGN LANGUAGE COURSES IN SECONDARY
SCHOOL WITH SPECIALLY TRAINED TEACHERS.

BR-7-0794 EP 010 919

PSYCHOLOGY

TWO TECHNIQUES FOR TEACHING SCIENTIFIC METHOD IN
INTRODUCTORY PSYCHOLOGY LABORATORIES--PHASE I,
DEVELOPMENT OF THE EVALUATION INSTRUMENTS.

BR-7-E-194 EP 010 911

PSYCHOMETRICS

COVERT ORAL BEHAVIOR DURING SILENT READING.

BR-7-1106 EP 010 931

PUBLIC LIBRARIES

STUDIES IN PUBLIC LIBRARY GOVERNMENT ORGANIZATION AND
SUPPORT.
BR-7-1194 EP 010 935

THE IMAGE OF THE PUBLIC LIBRARY IN THE MIND OF THE RURAL
CITIZEN.
BR-7-1207 EP 010 936

AN ANALYSIS OF CERTAIN PROFESSIONAL LIBRARY OCCUPATIONS
IN RELATION TO FORMAL EDUCATIONAL OBJECTIVES.
BR-7-1228 EP 010 939

PUBLIC SUPPORT

STUDIES IN PUBLIC LIBRARY GOVERNMENT ORGANIZATION AND
SUPPORT.
BR-7-1194 EP 010 935

RACIAL ATTITUDES

A COMPARATIVE AND DEVELOPMENTAL STUDY OF THE EFFECTS OF
DESEGREGATION IN SELECTED PUBLIC SCHOOLS.
BR-7-1151 EP 010 933

RESEARCH COORDINATING UNITS

CALIFORNIA STATE VOCATIONAL EDUCATION RESEARCH
COORDINATING UNIT.
BR-7-0805 EP 010 920

RESEARCH DESIGN

AN EXPERIMENTAL STUDY OF CREATIVE PROBLEM SOLVING.
BR-7-E-037 EP 010 908

RESEARCH METHODOLOGY

PREPARATION OF A MANUAL FOR THE CONDUCT OF RESEARCH IN
LIBRARIANSHIP.
BR-7-1217 EP 010 938

RESEARCHERS

AERA RESEARCH TRAINING PRESESSIONS.
BR-8-0100 EP 010 948

RESIDENTIAL PROGRAMS

STUDENT TUTORIAL-COUNSELING PROGRAM AT MADISON COLLEGE.
BR-8-C-003 EP 010 944

RESOURCE GUIDES

PREPARATION OF A MANUAL FOR THE CONDUCT OF RESEARCH IN
LIBRARIANSHIP.
BR-7-1217 EP 010 938

RURAL AREAS

THE IMAGE OF THE PUBLIC LIBRARY IN THE MIND OF THE RURAL
CITIZEN.
BR-7-1207 EP 010 936

RURAL EDUCATION

A STUDY OF PERFORMING ARTS PROGRAMS FOR THE DISADVANTAGED.
BR-7-1104 EP 010 930

RUSSIAN

A STRUCTURAL DESCRIPTION OF THE PHONOLOGICAL SYSTEMS OF
THE RUSSIAN DIALECTS.
BR-7-0656 EP 010 917

SCHOOL INTEGRATION

FACTORS IN SCHOOL INTEGRATION DECISIONS OF NEGRO MOTHERS.
BR-7-C-043 EP 010 903

A COMPARATIVE AND DEVELOPMENTAL STUDY OF THE EFFECTS OF
DESEGREGATION IN SELECTED PUBLIC SCHOOLS.
BR-7-1151 EP 010 933

THE EDUCATION OF INTEGRATED INDIAN PUPILS.
BR-7-0397 EP 010 941

SCHOOL SERVICES

A STUDY OF THE RESPONSE OF CINCINNATI VOTERS TO A
REDUCTION IN ELEMENTARY AND SECONDARY SCHOOL SERVICES.
BR-7-E-161 EP 010 909

SCHOOL SUPPORT

A STUDY OF THE RESPONSE OF CINCINNATI VOTERS TO A
REDUCTION IN ELEMENTARY AND SECONDARY SCHOOL SERVICES.
BR-7-E-161 EP 010 909

SCIENTIFIC METHODOLOGY

TWO TECHNIQUES FOR TEACHING SCIENTIFIC METHOD IN
INTRODUCTORY PSYCHOLOGY LABORATORIES--PHASE I,
DEVELOPMENT OF THE EVALUATION INSTRUMENTS.
BR-7-E-194 EP 010 911

SILENT READING

COVERT ORAL BEHAVIOR DURING SILENT READING.
BR-7-1106 EP 010 931

SKILL DEVELOPMENT

DEVELOPMENT AND EVALUATION OF COMPUTER-ASSISTED
INSTRUCTION FOR INSTRUMENTAL MUSIC.
BR-7-0760 EP 010 918

AERA RESEARCH TRAINING PRESESSIONS.
BR-8-0100 EP 010 948

SLOW LEARNERS

AN EXPERIMENTAL STUDY USING COMPRESSED SPEECH WITH
EDUCATIONALLY RETARDED STUDENTS.
BR-7-0195 EP 010 940

SOCIAL CHANGE

THE IMPLICATION OF SOCIAL AND ECONOMIC CHANGES FOR
EDUCATIONAL POLICY IN THE NEXT TWO DECADES--A PILOT STUDY.
BR-7-0990 EP 010 927

SOCIAL SCIENCES

TRI-UNIVERSITY PROJECT IN ELEMENTARY EDUCATION (SOCIAL
SCIENCE).
BR-7-0908 EP 010 924

SOCIAL SCIENCES

(CONTINUED)

DEVELOPMENT OF A PILOT PROGRAM FOR A CULTURAL APPROACH TO
THE STUDY OF HISTORY IN GRADES SEVEN AND EIGHT.

BR-7-8493

EP 010 949

SOCIALIZATIONCONTRASTIVE ANALYSIS OF CULTURAL DIFFERENCES WHICH
INHIBIT COMMUNICATION BETWEEN AMERICANS AND COLUMBIANS.

BR-7-0267

EP 010 915

SOUTHERN SCHOOLS

FACTORS IN SCHOOL INTEGRATION DECISIONS OF NEGRO MOTHERS.

BR-7-C-043

EP 010 905

SPEECHA CONFERENCE ON RESEARCH AND INSTRUCTIONAL DEVELOPMENT IN
SPEECH-COMMUNICATION.

BR-7-0193

EP 010 914

SPEECH COMPRESSIONAN EXPERIMENTAL STUDY USING COMPRESSED SPEECH WITH
EDUCATIONALLY RETARDED STUDENTS.

BR-7-8195

EP 010 940

STATE STANDARDSFEASIBILITY OF ADAPTING THREE AIR FORCE COURSES FOR
CIVILIAN USE.

BR-8-8018

EP 010 946

STATISTICAL SURVEYSINCOME AND INSTITUTION CHARACTERISTICS OF FEDERAL AID
RECIPIENTS IN HIGHER EDUCATION.

BR-7-1076

EP 010 920

STRUCTURAL ANALYSISA STRUCTURAL DESCRIPTION OF THE PHONOLOGICAL SYSTEMS OF
THE RUSSIAN DIALECTS.

BR-7-0656

EP 010 917

STUDENT CHARACTERISTICSINCOME AND INSTITUTION CHARACTERISTICS OF FEDERAL AID
RECIPIENTS IN HIGHER EDUCATION.

BR-7-1076

EP 010 920

STUDENT EVALUATIONTWO TECHNIQUES FOR TEACHING SCIENTIFIC METHOD IN
INTRODUCTORY PSYCHOLOGY LABORATORIES--PHASE I,
DEVELOPMENT OF THE EVALUATION INSTRUMENTS.

BR-7-E-194

EP 010 911

SURVEYS

A STUDY OF EDUCATION IN CENTRAL AMERICA.

BR-7-1124

EP 010 932

SYSTEMS ANALYSISA COST STUDY OF EDUCATIONAL MEDIA SYSTEMS AND THEIR
EQUIPMENT COMPONENTS.

BR-7-9006

EP 010 942

SYSTEMS DEVELOPMENTACQUISITION OF KNOWLEDGE IN RELATION TO INFORMATION,
STORAGE AND RETRIEVAL.

BR-7-1213

EP 010 937

TAGMEMIC ANALYSISDISCOURSE, PARAGRAPH AND SENTENCE STRUCTURE OF SELECTED
PHILIPPINE LANGUAGES.

BR-6-2838

EP 010 900

TAPE RECORDINGSA STUDY OF THE EFFECTS ON PUPIL ACHIEVEMENT OF CERTAIN
AUDIO-VISUAL PRESENTATION SEQUENCES.

BR-8-C-005

EP 010 945

TASK PERFORMANCE

AN EXPERIMENTAL STUDY OF CREATIVE PROBLEM SOLVING.

BR-7-E-037

EP 010 908

COVERT ORAL BEHAVIOR DURING SILENT READING.

BR-7-1106

EP 010 931

TEACHER ATTITUDESEFFECT OF MATERNAL ATTITUDES, TEACHER ATTITUDES, AND TYPE
OF NURSERY SCHOOL TRAINING ON THE ABILITIES OF PRESCHOOL
CHILDREN.

BR-7-C-048

EP 010 906

TEACHER EDUCATION

TEACHER TRAINING INSTITUTE IN DENTAL ASSISTING.

BR-7-0463

EP 010 916

TRI-UNIVERSITY PROJECT IN ELEMENTARY EDUCATION.

BR-7-0977

EP 010 926

TEACHER EDUCATORS

A DOUBLE PRACTICUM IN ELEMENTARY ENGLISH.

BR-7-0909

EP 010 923

TRI-UNIVERSITY PROJECT IN ELEMENTARY EDUCATION (SOCIAL
SCIENCE).

BR-7-0908

EP 010 924

TEACHING METHODS

A STUDY OF PERFORMING ARTS PROGRAMS FOR THE DISADVANTAGED.

BR-7-1104

EP 010 930

TEACHING QUALITY

TEACHER TRAINING INSTITUTE IN DENTAL ASSISTING.

BR-7-0463

EP 010 916

TEACHING TECHNIQUESTEACHING COMPOSITION SKILLS WITH WEEKLY MULTIPLE-CHOICE
TESTS IN LEIU OF THEME WRITING.

BR-6-8134

EP 010 904

A COMPARATIVE STUDY OF PROBLEM SOLVING PROCESSES RELATIVE
TO THE MODELS DEVELOPED BY JEAN PIAGET AND LOYOLA
UNIVERSITY.

BR-7-E-192

EP 010 910

TEACHING TECHNIQUES

(CONTINUED)

TWO TECHNIQUES FOR TEACHING SCIENTIFIC METHOD IN
INTRODUCTORY PSYCHOLOGY LABORATORIES--PHASE I,
DEVELOPMENT OF THE EVALUATION INSTRUMENTS.
BR-7-E-194

EP 010 911

AN EXPERIMENTAL STUDY USING COMPRESSED SPEECH WITH
EDUCATIONALLY RETARDED STUDENTS.
BR-7-B195

EP 010 940

TECHNICAL EDUCATION

DEVELOPMENT AND EVALUATION OF EDUCATIONAL PROGRAMS IN
BIO-MEDICAL EQUIPMENT TECHNOLOGY.
BR-7-D973

EP 010 912

TELEVISED INSTRUCTION

THE DEVELOPMENT OF AN EMPIRICAL MODEL FOR AN
INSTRUCTIONAL TELECAST IN ART.
BR-8-B-003

EP 010 943

TELEVISION

AN INVESTIGATION INTO THE PRACTICE OF "SCREEN EDUCATION"
(THE INTRODUCTION OF FILMS AND TELEVISION INTO EDUCATION
AS AN ESSENTIAL AREA OF STUDY).
BR-6-1535

EP 010 899

THEATRE ARTS

A STUDY OF PERFORMING ARTS PROGRAMS FOR THE DISADVANTAGED.
BR-7-1104

EP 010 930

THOUGHT PROCESSES

A COMPARATIVE STUDY OF PROBLEM SOLVING PROCESSES RELATIVE
TO THE MODELS DEVELOPED BY JEAN PIAGET AND LOYOLA
UNIVERSITY.
BR-7-E-192

EP 010 910

TUTORING

STUDENT TUTORIAL-COUNSELING PROGRAM AT MADISON COLLEGE.
BR-8-C-003

EP 010 944

UNITS OF STUDY (SUBJECT FIELDS)

AN INVESTIGATION INTO THE PRACTICE OF "SCREEN EDUCATION"
(THE INTRODUCTION OF FILMS AND TELEVISION INTO EDUCATION
AS AN ESSENTIAL AREA OF STUDY).
BR-6-1535

EP 010 899

UNIVERSITIES

A STUDY OF HIGHER EDUCATION IN EAST GERMANY.
BR-7-1086

EP 010 929

URBAN EDUCATION

A STUDY OF PERFORMING ARTS PROGRAMS FOR THE DISADVANTAGED.
BR-7-1104

EP 010 930

VALUES

PATHWAYS TO IDENTITY--THE DEVELOPMENT OF ASPIRATIONS AND
VALUES IN URBAN NEGRO AND WHITE ADOLESCENTS.
BR-8-0085

EP 010 947

VOCATIONAL EDUCATION

CALIFORNIA STATE VOCATIONAL EDUCATION RESEARCH
COORDINATING UNIT.
BR-7-D805

EP 010 920

FEASIBILITY OF ADAPTING THREE AIR FORCE COURSES FOR
CIVILIAN USE.

BR-8-8018

EP 010 946

VOTING

A STUDY OF THE RESPONSE OF CINCINNATI VOTERS TO A
REDUCTION IN ELEMENTARY AND SECONDARY SCHOOL SERVICES.
BR-7-E-161

EP 010 909

WORKSHOPS

THE EFFICACY OF HOME ECONOMICS COURSES DESIGNED TO
PREPARE DISADVANTAGED PUPILS FOR THEIR HOMEMAKER FAMILY
MEMBER ROLE AND THE DUAL ROLES OF HOMEMAKER AND WAGE
EARNER--PART A.

BR-7-0006

EP 010 913

INVESTIGATOR
INDEX

This index lists projects under the name of the investigators responsible for them. The index is arranged in alphabetical order by the person's last name.

As shown in the example below, the accession number is displayed below and to the right of the title. Additional information about the project can be found under that number in the resume section.

JASPEN, NATHAN

OPTIMUM PHYSICAL VIEWING CONDITIONS FOR A REAR
PROJECTION DAYLIGHT SCREEN, A STUDY OF THE
BR-6-1234 EP 000 000

Accession Number



INVESTIGATOR INDEX

PAGE 1

ALEXANDER, L.C. TEACHER TRAINING INSTITUTE IN DENTAL ASSISTING. BR-7-0463	EP 010 916	BR-7-1182	EP 010 934
BACON, PHILLIP TRI-UNIVERSITY PROJECT IN ELEMENTARY EDUCATION (SOCIAL SCIENCE). BR-7-0908	EP 010 924	DUGGER, ROY W. DEVELOPMENT AND EVALUATION OF EDUCATIONAL PROGRAMS IN BIO-MEDICAL EQUIPMENT TECHNOLOGY. BR-7-0973	EP 010 912
BILINSKI, JOHN COST STUDY OF EDUCATIONAL MEDIA SYSTEMS AND THEIR EQUIPMENT COMPONENTS.,A BR-7-9006	EP 010 942	EDINGTON, EVERETT D. CALIFORNIA STATE VOCATIONAL EDUCATION RESEARCH COORDINATING UNIT. BR-7-0805	EP 010 920
BINDERMAN, MURRAY FACTORS IN SCHOOL INTEGRATION DECISIONS OF NEGRO MOTHERS. BR-7-C-043	EP 010 905	ERDMANN, JAMES B. COMPARATIVE STUDY OF PROBLEM SOLVING PROCESSES RELATIVE TO THE MODELS DEVELOPED BY JEAN PIAGET AND LOYOLA UNIVERSITY.,A BR-7-E-192	EP 010 910
BUSHNELL, DONALD STUDY OF PERFORMING ARTS PROGRAMS FOR THE DISADVANTAGED.,A BR-7-1104	EP 010 930	FLANAGAN, S. STUART EFFECTS OF COURSES EMPLOYING SCHOOL MATHEMATICS STUDY GROUP TEXTS ON STUDENTS' FIRST SEMESTER GRADES.,THE BR-7-C-051	EP 010 907
CHIEN, ROBERT T. ACQUISITION OF KNOWLEDGE IN RELATION TO INFORMATION, STORAGE AND RETRIEVAL. BR-7-1213	EP 010 937	GALFO, ARMAND J. STUDY OF THE EFFECTS ON PUPIL ACHIEVEMENT OF CERTAIN AUDIO-VISUAL PRESENTATION SEQUENCES.,A BR-8-C-005	EP 010 945
CLARK, WILLIAM H. USING PROGRAMMED FOREIGN LANGUAGE COURSES IN SECONDARY SCHOOL WITH SPECIALLY TRAINED TEACHERS. BR-7-0794	EP 010 919	GARRISON, GUY STUDIES IN PUBLIC LIBRARY GOVERNMENT ORGANIZATION AND SUPPORT. BR-7-1194	EP 010 935
COX, HELEN R. EFFECT OF MATERNAL ATTITUDES, TEACHER ATTITUDES, AND TYPE OF NURSERY SCHOOL TRAINING ON THE ABILITIES OF PRESCHOOL CHILDREN. BR-7-C-046	EP 010 906	GARVEY, EDMUND DEVELOPMENT AND EVALUATION OF EDUCATIONAL PROGRAMS IN BIO-MEDICAL EQUIPMENT TECHNOLOGY. BR-7-0973	EP 010 912
DALRYMPLE, JULIA I. EFFICACY OF HOME ECONOMICS COURSES DESIGNED TO PREPARE DISADVANTAGED PUPILS FOR THEIR HOMEMAKER FAMILY MEMBER ROLE AND THE DUAL ROLES OF HOMEMAKER AND WAGE EARNER-PART C.,THE BR-6-3049	EP 010 902	GLASS, GENE V. AERA RESEARCH TRAINING PRESESSIONS. BR-8-0100	EP 010 940
DEINH, NED C. DEVELOPMENT AND EVALUATION OF COMPUTER-ASSISTED INSTRUCTION FOR INSTRUMENTAL MUSIC. BR-7-0760	EP 010 918	GOLDHOR, HERBERT PREPARATION OF A MANUAL FOR THE CONDUCT OF RESEARCH IN LIBRARIANSHIP. BR-7-1217	EP 010 938
DIETRICH, JOHN E. CONFERENCE ON RESEARCH AND INSTRUCTIONAL DEVELOPMENT IN SPEECH-COMMUNICATION.,A BR-7-0193	EP 010 914	GORDEN, RAYMOND L. CONTRASTIVE ANALYSIS OF CULTURAL DIFFERENCES WHICH INHIBIT COMMUNICATION BETWEEN AMERICANS AND COLUMBIANS. BR-7-0267	EP 010 915
DILLINGHAM, HARRY C. STUDY OF THE RESPONSE OF CINCINNATI VOTERS TO A REDUCTION IN ELEMENTARY AND SECONDARY SCHOOL SERVICES.,A BR-7-E-161	EP 010 909	GRIFFITTS, DANIEL TRI-UNIVERSITY PROJECT IN ELEMENTARY EDUCATION. BR-7-0977	EP 010 926
DOLBY, J.L. EVALUATION OF THE UTILITY AND COST OF COMPUTERIZED LIBRARY CATALOGS.,AN		GROHMEYER, FREDERICK TWO TECHNIQUES FOR TEACHING SCIENTIFIC METHOD IN INTRODUCTORY PSYCHOLOGY LABORATORIES--PHASE I, DEVELOPMENT OF THE EVALUATION INSTRUMENTS. BR-7-E-194	EP 010 911

- HALL, ANNA C.
ANALYSIS OF CERTAIN PROFESSIONAL LIBRARY OCCUPATIONS IN
RELATION TO FORMAL EDUCATIONAL OBJECTIVES.,AN
BR-7-1228 EP 010 939
- HAUBRICH, VERNON
COMPARATIVE AND DEVELOPMENTAL STUDY OF THE EFFECTS OF
DESEGREGATION IN SELECTED PUBLIC SCHOOLS.,A
BR-7-1191 EP 010 933
- HAUGH, OSCAR M.
TEACHING COMPOSITION SKILLS WITH WEEKLY MULTIPLE-CHOICE
TESTS IN LEIU OF THEME WRITING.
BR-6-8134 EP 010 904
- HODGKINSON, ANTHONY W.
INVESTIGATION INTO THE PRACTICE OF "SCREEN EDUCATION" (THE
INTRODUCTION OF FILMS AND TELEVISION INTO EDUCATION AS AN
ESSENTIAL AREA OF STUDY),AN
BR-6-1535 EP 010 899
- JAROLINEK, JOHN
TRI-UNIVERSITY PROJECT IN ELEMENTARY EDUCATION (SOCIAL
SCIENCE).
BR-7-0908 EP 010 924
- JOHNSON, RICHARD
TWO TECHNIQUES FOR TEACHING SCIENTIFIC METHOD IN
INTRODUCTORY PSYCHOLOGY LABORATORIES--PHASE I, DEVELOPMENT
OF THE EVALUATION INSTRUMENTS.
BR-7-E-194 EP 010 911
- LECHT, LEONARD A.
IMPLICATION OF SOCIAL AND ECONOMIC CHANGES FOR EDUCATIONAL
POLICY IN THE NEXT TWO DECADES--A PILOT STUDY.,THE
BR-7-0990 EP 010 927
- LESTERS, LYMAN H.
STUDY OF HIGHER EDUCATION IN EAST GERMANY.,A
BR-7-1086 EP 010 929
- LEWIS, HARRY
EXPERIMENTAL STUDY USING COMPRESSED SPEECH WITH
EDUCATIONALLY RETARDED STUDENTS.,AN
BR-7-8195 EP 010 940
- LOWE, PHYLLIS K.
EFFICACY OF HOME ECONOMICS COURSES DESIGNED TO PREPARE
DISADVANTAGED PUPILS FOR THEIR HOMEMAKER FAMILY MEMBER ROLE
AND THE DUAL ROLES OF HOMEMAKER AND WAGE EARNER-PART A.,THE
BR-7-0006 EP 010 913
- MANOLAKES, GEORGE
TRI-UNIVERSITY PROJECT IN ELEMENTARY EDUCATION.
BR-7-0977 EP 010 926
- MARON, H.E.
STUDY OF THE ORGANIZATION AND SEARCH OF BIBLIOGRAPHIC
HOLDINGS RECORDS IN ON-LINE COMPUTER SYSTEMS.,A
BR-7-1083 EP 010 925
- MATHIOT, MADELEINE
STUDY OF METHOD IN LANGUAGE AND CULTURE RESEARCH, PHASE
II--TEXTUAL ANALYSIS.,A
BR-6-2864 EP 010 901
- MCGUIGAN, F. JOSEPH
COVERT ORAL BEHAVIOR DURING SILENT READING.
BR-7-1106 EP 010 931
- NILES, DAVID T.
EXPERIMENTAL STUDY OF CREATIVE PROBLEM SOLVING.,AN
BR-7-E-037 EP 010 908
- MILLER, HAROLD J.
EDUCATION OF INTEGRATED INDIAN PUPILS.,THE
BR-7-8397 EP 010 941
- MORRISON, JAMES W.
IMAGE OF THE PUBLIC LIBRARY IN THE MIND OF THE RURAL
CITIZEN.,THE
BR-7-1207 EP 010 936
- NELSON, HELEN Y.
EFFICACY OF HOME ECONOMICS COURSES DESIGNED TO PREPARE
DISADVANTAGED PUPILS FOR THEIR HOMEMAKER FAMILY ROLE AND THE
DUAL ROLES OF HOMEMAKER AND WAGE EARNER-PART B.,THE
BR-6-3050 EP 010 903
- NISOG, MICHAEL J.
FEASIBILITY OF ADAPTING THREE AIR FORCE COURSES FOR CIVILIAN
USE.
BR-8-8018 EP 010 946
- OLSON, PAUL A.
DOUBLE PRACTICUM IN ELEMENTARY ENGLISH.,A
BR-7-0909 EP 010 923
- PIKE, KENNETH L.
DISCOURSE, PARAGRAPH AND SENTENCE STRUCTURE OF SELECTED
PHILIPPINE LANGUAGES.
BR-6-2838 EP 010 900
- RESNIKOFF, H.L.
EVALUATION OF THE UTILITY AND COST OF COMPUTERIZED LIBRARY
CATALOGS.,AN
BR-7-1162 EP 010 934
- ROSENTHAL, ROBERT A.
PATHWAYS TO IDENTITY--THE DEVELOPMENT OF ASPIRATIONS AND
VALUES IN URBAN NEGRO ANDDD WHITE ADOLESCENTS.
BR-8-0885 EP 010 947
- SCANNELL, DALE P.
TEACHING COMPOSITION SKILLS WITH WEEKLY MULTIPLE-CHOICE
TESTS IN LEIU OF THEME WRITING.
BR-6-8134 EP 010 904
- SCHLERAT, GEORGE A.
INCOME AND INSTITUTION CHARACTERISTICS OF FEDERAL AID
RECIPIENTS IN HIGHER EDUCATION.
BR-7-1076 EP 010 928

INVESTIGATOR INDEX

PAGE 3

SCHRAHN, WILBUR
ERIC CLEARINGHOUSE FOR EDUCATIONAL MEDIA AND TECHNOLOGY.
BR-7-0873 EP 010 922

SCHWARTZ, ALICE
DEVELOPMENT OF AN EMPIRICAL MODEL FOR AN INSTRUCTIONAL
TELECAST IN ART.,THE
BR-8-B-003 EP 010 943

SHAFER, ELIZABETH S.
STUDENT TUTORIAL-COUNSELING PROGRAM AT MADISON COLLEGE.
BR-8-C-003 EP 010 944

SIMONTON, WESLEY
EDUCATIONAL RESOURCES INFORMATION CENTER CLEARINGHOUSE FOR
LIBRARY AND INFORMATION SCIENCES.,AN
BR-7-0866 EP 010 921

SHUCKER, THOMAS
DEVELOPMENT OF AN EMPIRICAL MODEL FOR AN INSTRUCTIONAL
TELECAST IN ART.,THE
BR-8-B-003 EP 010 943

STANKIEWICZ, EDWARD
STRUCTURAL DESCRIPTION OF THE PHONOLOGICAL SYSTEMS OF THE
RUSSIAN DIALECTS.,A
BR-7-0656 EP 010 917

VADNAIS, LAWRENCE H.
DEVELOPMENT OF A PILOT PROGRAM FOR A CULTURAL APPROACH TO
THE STUDY OF HISTORY IN GRADES SEVEN AND EIGHT.
BR-7-9493 EP 010 949

VON FOERSTER, HEINZ
ACQUISITION OF KNOWLEDGE IN RELATION TO INFORMATION, STORAGE
AND RETRIEVAL.
BR-7-1213 EP 010 937

WAGGONER, GEORGE R.
STUDY OF EDUCATION IN CENTRAL AMERICA.,A
BR-7-1124 EP 010 932

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